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OFFICIAL JOURNAL OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES
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These are the people referred to in the Declaration of Independence in these powerful lines: "We, therefore, the representatives of the United States of America . . . do, in the name and by the authority of the *good people* of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states . . ."² These are the people referred to in the Preamble to the Constitution of the United States in the magical sentence: "We, the *people* of the United States, in order to form a more perfect Union."³ These are the people about whom teachers Casner and Gabriel are writing in the *Story of American Democracy*, their basic and popular eighth grade history text, when they say: "American history is primarily a story of men and women, the unknown ones as well as the famous, who tried in their day to make freedom a living thing and to make democracy a workable way of life."⁴ These are the people you teach and about whom you teach.

1. Casner and Gabriel, *Story of American Democracy*, p. 658.

2. *Ibid*, p. 173.

3. *Ibid*, p. 174.

4. *Ibid*, p. xi.

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Editor's Page

FROM PLYMOUTH ROCK TO LITTLE ROCK

IN THE name of God, Amen. We, whose names are underwritten . . . solemnly and mutually in the presence of God, and of one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof do enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices from time to time, as shall be thought most meet and convenient for the general good of the colony, unto which we promise all due submission and obedience. (From the Mayflower Compact, 1620)

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these, are life, liberty, and the pursuit of happiness. (From the Declaration of Independence, 1776)

The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.

All obstructions to the execution of the laws, all combinations and associations, under whatever plausible character, with the real design to direct, control, counteract, or awe the regular deliberation and action of the constituted authorities are destructive of this fundamental principle and of fatal tendency. They serve to organize faction; to give it an artificial and extraordinary force; to put in the place of the delegated will of the nation the will of a party, often a small but artful and enterprising minority of the community. . . . (From Washington's Farewell Address, 1796)

The government of the United States has been emphatically termed a government of laws, and not of men. It will certainly cease to deserve this high appellation, if the laws furnish no remedy for the violation of a vested legal right. (From John Marshall's decision, *Marbury v. Madison*, 1803)

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. (From Lincoln's Gettysburg Address, 1863)

No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. (From the Fourteenth Amendment, 1868)

America is made up out of all the nations of the world . . . from the first, America has drawn her blood and her impulse from all the sources of energy that spring at the fountains of every race, and because she is thus compounded out of the peoples of the world her problem is largely a problem of union all the time, a problem of compounding out of many elements a single triumphal force. (From Woodrow Wilson's Address at Arlington, Virginia, May 30, 1916)

This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women; and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is in our unity of purpose. (From Franklin D. Roosevelt's Four Freedoms Speech, January 6, 1941)

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. (From the Universal Declaration of Human Rights, 1948)

In May of 1955, the Little Rock school board approved a moderate plan for a gradual desegregation of the public schools in that city. . . .

Proper and sensible observance of the law then demanded the respectful obedience which the nation . . .
(Concluded on page 302)

The Frontier Hypothesis and the Historian

Oscar O. Winther

WHEN gathering data for a reappraisal of the frontier hypothesis, Professor George W. Pierson received from a respondent these words of advice: "Remember, not too much zeal in assailing Turner, understatement is enough." And as for the "frontier," said another, it "has become a stereotype which makes critical examination of it almost impossible; so I have dropped it from my vocabulary." Such jibes could be proliferated. But for all their contrary-mindedness, historians are as one in recognizing the potency and originality of Turner's ideas. Even the communists have failed to advance claims to the frontier hypothesis. All recognize that it was the perceptive mind of Frederick Jackson Turner which first sensed the overwhelming impact of a single routine government bulletin issued by the Superintendent of the Census in 1890. This bulletin simply announced the end of an unbroken frontier line in the American West. Turner's reflections, initially expressed in his paper, "The Significance of the Frontier in American History," published in the Wisconsin State Historical Society *Proceedings* (1893),¹ were of such a nature as to disrupt all past thought bearing on the interpretation of our nation's past. And even though Turner never wrote a comprehensive history of the United States based upon his frontier hypothesis, it is clear that the ideas of this inquisitive historian—regardless of their accuracy—led to a radical modification of the content-pattern of the writings in the field of American history. Turner saw in the westward march of the American people from one frontier to the

next the making of our democratic institutions, our individualism, a relentless shift from Old World to New World folkways, and the cultivation of a dynamic American nationalism. "The seminal teaching and writing of Turner resulted in a rich growth," reflected the historiographer Michael Kraus, "and the school of frontier historians flourished like the green bay tree."²

As Professor Robert E. Riegel pointed out in a *Yearbook* of the National Council for the Social Studies a decade ago, the fecundity of Turner's thinking has been reflected not only in a plethora of special studies, but in regional and state histories, histories of the frontier, and works dealing with American economic, social, literary, and political themes.³

To this imposing list I would add textbooks, not only on the college level but on the primary and secondary school levels as well. Textbook writers seized upon this new theme, this new view of our history to enliven—if for no other reason—the poignant drama of the untamed West.

Witness, for example, the marked difference in grade school American history textbooks dated before and after Turner. Beginning with Marcus Wilson, *American History Comprising . . . a Description of American Antiquities*⁴ (now this book is itself an antiquity), there is no reference in all of its 536 small-typed pages to frontier life. In B. J. Lossing's widely used *Primary History*⁵ the frontier likewise escapes notice except for scattered sentences referring to the Louisiana Purchase and a few words about Colonel Fre-

The author of this analysis of Frederick Jackson Turner's famous hypothesis is Professor of History and Associate Dean at Indiana University. Dr. Winther read this paper at the thirty-sixth annual meeting of the National Council for the Social Studies held in Cleveland in November, 1956.

¹ For this, and other essays by Turner, see Frederick Jackson Turner, *The Frontier in American History*. New York: Henry Holt, 1920.

² Michael Kraus, *A History of American History*. New York: Farrar and Rinehart, Inc., 1937. p. 513.

³ Robert E. Riegel, "The Frontier and the West" in *The Study and Teaching of American History*. Seventeenth Yearbook. Washington, D.C.: National Council for The Social Studies, 1946.

⁴ Marcus Wilson, *American History Comprising . . . a Description of American Antiquities*, 1853.

⁵ Benson J. Lossing, *A Primary History of the United States*. New York: A. S. Barnes and Company, 1871.

mont, the brave explorer of the Rocky Mountains, who "took possession of California." This negative situation prevails in all successive pre-1890 elementary texts examined. Among these are United States histories by Ludlow (1862),⁶ a book divided into eight "lectures"; A. S. Barnes (1871);⁷ William Swinton (1872);⁸ a popular text by the prolific John C. Ridpath (1878);⁹ one by Quackenbos (1888),¹⁰ and several others.

In these books one would at least have expected to find stories of Daniel Boone and his dogs, "Davy" Crockett and his trusty "Betsy," and Jedediah Smith and his Bible. But by and large, even they have yielded to wars with England, George Washington, dates and battles.

It has been remarked that the trouble with these early textbook writers was not something attributable to a lack of Western influences. The difficulty was that most of the authors wrote their books within sound, not of Bow Bells, but the bells of Harvard Yard. And since Turner's frontier hypothesis clashed at first with the then existing Harvard school of historians (notably Edward Channing) we would expect, what in fact occurred, a considerable time-lag between the publication of the Turner thesis in 1893 and an observable impact of this new line of thinking upon American history textbook writers. Perhaps such time lags, or "cultural lags" (or as Harry Elmer Barnes would say, the "dead hand of the past") call for no explanation at all; they have long been with us, and they show no prospect of vanishing in the foreseeable future.

Even so, it is interesting to note the intrusion of the frontier social theme into the elementary American history textbooks. In such a text authored by Mary Platt Parmele entitled *The Evolution of an Empire* (1896)¹¹ there actually appears a short section devoted to the trans-Allegheny West from which I quote the following:

The people in this interior country were shut out from the world. They lived in a rude primitive fashion, supplying their own needs in the roughest way. Was a cradle

needed for the baby, a log hollowed out, and filled with moss, served well enough for the infant settler. Did mama need a cup of tea, an infusion of sassafras root sufficed.¹²

Even the term "New West" appears in this book.¹³

Then in 1899 social history, if not the West, received a big boost. In that year a committee of the American Historical Association, known as the Committee of Seven, made a significant report. Included in its report was a statement declaring that both social and industrial history are "so intimately connected with the course of our political history that the two subjects seem not one but two."¹⁴ We note, however, that Professors Albert Bushnell Hart and Charles Haskins of Harvard, but not Channing, were members of this Committee of Seven. And in spite of the subsequent impact of this Report, Channing's *A Student's History of the United States*, first issued in 1897, was a leader in the textbook field. In many respects Channing's history is a superior book. In a sense he had anticipated the Committee's endorsement of industrial history by giving this subject substantial emphasis; but like his predecessors he all but ignores frontier history. Channing recognizes, to be sure, the existence of the West but makes no serious attempt to discuss what Turner called the most significant fact in American history.

It is not until we come to such texts as Woodburn, Moran, and Hill, *Our United States*, well into the present century, that the "Westward Movement" and "The End of the Frontier" are accorded separate chapters equated with those on "The War for Independence," "The Extension of Slavery," "The Civil War," and the like.¹⁵ Today the lag between the promulgation of the Turner thesis and the full-scale incorporation of frontier history in our elementary and secondary school textbooks has vanished.

With this currently prevailing position accorded frontier history there need be no quarrel except that one discerns an understandable eagerness on the part of the elementary textbook

⁶ J. M. Ludlow, *A Sketch of the United States*. Cambridge: Macmillan, 1862.

⁷ [A. S. Barnes], *A Brief History of the United States*. New York: A. S. Barnes and Company, 1871.

⁸ William Swinton, *Lessons in Our Country's History*. New York: Ivison, Blakeman, Taylor and Company, 1872.

⁹ John C. Ridpath, *History of the United States*. Cincinnati: Jones Brothers, 1878.

¹⁰ G. P. Quackenbos, *American History*. New York: D. Appleton and Company, 1888.

¹¹ Mary Platt Parmele, *The Evolution of an Empire*. Bay View, Michigan: Martin, 1896.

¹² *Ibid.*, p. 161.

¹³ *Ibid.*, p. 290.

¹⁴ The Committee of Seven, *The Study of History in Schools*. Report to the American Historical Association. New York: Macmillan, 1899, p. 77.

¹⁵ James A. Woodburn, Thomas F. Moran, and Howard C. Hill, *Our United States: A History of the Nation*. New York: Longmans, Green and Company, 1940. For an excellent analysis of school instruction in American history and of textbooks used, see William H. Cartwright, "Evolution of American History in the Curriculum" in *Seventeenth Yearbook*, op. cit., chap. 2.

authors to slough over dry-as-dust political history in order to indulge freely and expansively in the more rip-roaring episodes of the West. And as we readers scrutinize this latest historical bill-of-fare and partake of the several courses offered with all the frills, or what my educational colleagues prefer to call "pedagogical apparatus," there is at least a slight threat to digestion.

As if the true facts of history are not exciting enough, there are those who wittingly or unwittingly still fail to distinguish clearly between fact and fancy and there are those who persist in keeping alive the previous myths which enshroud the true facts of our frontier past. A few examples will illustrate what I mean.

Most of our textbooks persist in crediting George Rogers Clark with the conquest of all of the Northwest Territory whereas in reality he gained possession of only a relatively small portion—a southern triangle represented by Kaskaskia, Cahokia, and Vincennes. Moreover, the cession of the old Northwest—contrary to what some of our authors tell us—was ceded by the Treaty of 1783 without specific reference to Clark's notable exploits.¹⁶ And one would regard the following description of the conquest of Kaskaskia as slightly romanticized: "When his men had surrounded the fort, Clark walked boldly into the hall" where the British officers were giving a ball. "Leaning against the doorpost, he [Clark] stood watching the dancers. Suddenly he was discovered by an Indian in the room, who gave a terrible warwhoop. Women screamed, and the officers ran toward the door. 'Go on with your dance,' said Clark quietly. 'But remember that henceforth you dance under the American flag.'"¹⁷

Another exaggeration: "Kit Carson and Jim Bridger knew every mountain and every mountain pass between the Great Plains and the Pacific."¹⁸ That's a lot to know.

A more flagrant example is the persistence of the "Whitman-Saved-Oregon" myth. The authors of this myth would have us believe that during the winter of 1842-1843 Dr. Marcus Whitman returned East from his Mission Waiilatpu in the Oregon Country, called on President Tyler urging him to save Oregon from the British, and then went on to Boston to round up settlers and

from whence he hastened westward to lead the Great Migration of 1843 for which he was largely responsible.

Dr. Whitman did go east, but for about a half century it has been known that the good doctor did *not* confer with the President; he was *not* responsible for the Great Migration of 1843; and he was *not* the one who "saved Oregon."

Yet in spite of this one finds in at least two currently used textbooks an illustration showing this bearded missionary at the White House, attired in buckskin, exhorting President Tyler and Secretary of State Webster to save Oregon from British "police action." Under one picture the caption reads: "Marcus Whitman, the Oregon missionary, visited President Tyler in Washington to talk about the Oregon country. . . ." The caption under the other illustration reads: ". . . After helping to establish a settlement at Walla Walla, he made the long journey back to Washington to ask President Tyler to settle the Oregon dispute."¹⁹ And so the lag goes on.

I wish now to direct your attention, if I may, to textbooks and special studies of an advanced level which relate to the American West. It has long seemed to me that all the authors of college frontier histories are remiss in not giving attention to the recent West. Nearly all of these books have as their terminal point the closing decade of the nineteenth century. By ignoring developments and events of the past half century, are the authors of these books not saying in effect that the disappearance of an unbroken frontier line, as pointed out by Turner, marked the end of the westward movement? The end of the frontier process? The vanishing of the West as a distinctive region within the nation?

Curiously, the year 1890 has also imposed a psychological block on the great mass of specialized researchers in the western history field. For instance, in compiling a guide to the periodical literature of the Trans-Mississippi West, I discovered the astounding fact that out of 3,500 items examined all but a very negligible number of articles relate to the pre-1890 frontier West.²⁰ This observation was confirmed in an article by

¹⁶ See, for example, Gertrude Hartman, *America: Land of Freedom*. Boston: D. C. Heath, 1952, p. 192.

¹⁷ *Ibid.*

¹⁸ Myrtle Roberts, *Pattern for Freedom: A History of the United States*. Chicago: The John C. Winston Co., 1953, p. 205.

¹⁹ I. James Quillen and Edward Krug, *Living in Our America*. Chicago: Scott, Foresman & Co., 1951, p. 312. See also Roberts. This illustration has been reproduced from Oliver W. Nixon, *How Marcus Whitman Saved Oregon*. Chicago, 1905, opp. p. 128, which book was among those most responsible for the Whitman-Saved-Oregon myth.

²⁰ Oscar Osburn Winther, *The Trans-Mississippi West: A Guide to Its Periodical Literature*. Bloomington, Indiana, 1942.

Professor John W. Caughey entitled "The Mosaic of Western History." Out of 1,699 articles tabulated, Professor Caughey classified 1,303 articles as related to the history of the West before 1890; only 396 to the period since the passing of the so-called unbroken frontier line. He found, further, that historical coverage of the West, as judged by the topics of articles written, follows a quantitative pattern in line with population growth until the date 1890 is reached; thereafter, a curve representing historical coverage would undergo a precipitous drop. Thus Professor Caughey concludes, and rightly so, "that historians are not attempting a real account or explanation of the growth that has occurred since 1890."²¹

But why this mental block? Why this gross neglect of the post-1890 West? There are answers, one by Frederic L. Paxson, entitled *When the West is Gone*. Professor Paxson maintained that the passing of the frontier in 1890 was a national experience, so profound as to disrupt the pattern of historical continuity. What vanished in 1890 was not simply a frontier line. What passed, according to him, was a West in which the normal restrictions of society were relaxed. Gone was a West founded upon personal strength, courage, and endurance.²²

And in a small editorializing book entitled *The Changing West*, William Allen White likewise regarded 1890 as a momentous rupture in our traditional pattern. "The West as a speculative real estate subdivision on the American map was finished," said White, "a new day was at hand. . . ."²³ White had viewed the "West that Was" as a "golden age" an age in which Puritan virtues carried over into western Protestantism, an age in which neighborly associations approached the ideal of brotherly love, and as a social order in which "the noble life of Jesus and the gracious precepts of his philosophy set the pattern for individual conduct."²⁴ In contrast stands "The West that Is"—a West in which democratic ideals, "horse sense of the little white church and the little red schoolhouse of the pioneers," faces "danger and change."²⁵

Pronouncements such as the ones by Paxson

and White could be multiplied. But given now the advantage of a 66-year hindsight, are these good reasons for minimizing the significance of the passing of the 1890 picket-line? Have we not, as the late John C. Parish observed, become

so engrossed in the task of writing the obituary of a single frontier—namely settlement—that we have shut our eyes to the fact that the westward movement . . . did not cease in 1890 but has been a persistent factor in our national life, still tending to distinguish the American people from the people of European nations.²⁶

One has but to consult the 1950 Census for confirmation of the persistence of the westward movement. "As in earlier periods," to quote from the Census,

the West led the four regions of the United States in rate of population growth during the last 10 years. Between 1940 and 1950 the West had a 40.9 percent increase in population, whereas no other region increased by more than 13.3 percent (table 7). Throughout the last 100 years, census returns consistently have pointed to the West as the region outstripping all others in rate of population gain. Now, for the first time, the numerical intercensal increase in the population of the West, 5,678,260, has also exceeded the numerical increase in any other region. Most of the increase in the West, 4,753,265, took place in the Pacific Domain.²⁷

In the light of this continuous and accelerated flow of population westward, it would be reasonable to assume that these later arrivals are also pioneers. To be sure, they have crossed no unbroken frontier line into unsettled country. But are not the families which, in the twentieth century, ventured into the Imperial Valley and transformed a torrid, parched desert into bountiful vegetable gardens and citrus fruit orchards as much pioneers as the Boones and the Applegates who cleared the primeval forests of Kentucky and Oregon? And are not the searchers for uranium and petroleum to be compared with the Argonauts who more than a century ago scoured the mountainous West in search of precious metals? Are not those who today experiment with new business practices, devise new services, create new modes of living, pioneers in the true sense of this word? And are not the on-the-move Americans, promulgators of E.P.I.C. plans, and those who invent new cults for Los Angeles as distinctly individualistic as were the migratory and restless squatters, Utopian communists, and Cain Ridge revivalists of an earlier

²¹ John W. Caughey. "The Mosaic of Western History," in *The Mississippi Valley Historical Review*, 33:595-606. March 1947.

²² Frederic L. Paxson. *When the West is Gone*. New York: Henry Holt, 1930. p. 93.

²³ William Allen White. *The Changing West*. New York: Macmillan, 1939. p. 24.

²⁴ *Ibid.*, p. 29-30.

²⁵ *Ibid.*, p. 58.

²⁶ John C. Parish. "The Persistence of the Westward Movement," in *The Yale Review*, 15:461-462. April 1926.

²⁷ *Census of Population: 1950*. Washington, D.C.: United States Printing Office, 1953. p. 13.

era? As Isaiah (the geographer, not the prophet) Bowman once wrote

The removal of a line from the map merely because that line has ceased to advance into unsettled country does not mark the end of pioneering. For pioneering is a process of experimentation, not merely an advance, and so as the experimentation continues so long do pioneering conditions persist.²⁸

There are, however, those who in true Turnerian tradition would say that this persistence of the westward movement is in and of itself relatively unimportant, that the meaningful aspect of the Westerners in our history is their physical environmental influence upon our political, economic, and social institutions. The physical environment of the wild untamed frontier, they would say, produced a distinctive and important kind of radicalism. Satisfying as this theory was to Turner and his early disciples, it serves today merely as another barrier or block to many historians of the West who, to use the words of Professor Earl Pomeroy, "have run an irregular boundary line about the historical West that sometimes has to pass down the middle of city streets to avoid men and events that do not fit the formula."²⁹ The time, therefore, has come to consider, not just the impact of frontier environment upon the West and the East, but to consider, as Louis B. Wright has done in his book, *Culture on the Moving Frontier*,³⁰ the influence of the East upon the West down to the

²⁸ Isaiah Bowman. "The Pioneer Fringe" in American Geographical Society, *Publication Thirteen*. New York: 1931. p. 524.

²⁹ Earl Pomeroy. "Toward a Reorientation of Western History: Continuity and Environment" in *The Mississippi Valley Historical Review*, 41:581; March 1955.

³⁰ Louis B. Wright. *Culture on the Moving Frontier*. Bloomington: Indiana University Press, 1955.

present day. These eastern influences were and are considerable. Professor Pomeroy is even so bold as to assert: "In part the conservative West of the nineteenth century was the copy of the East that it tried to be."³¹

Now finally, a few words concerning the West as a section of our nation today. If we historians and teachers of the West have been remiss in giving attention to the persistent aspects of the westward movement, then we have been downright negligent in our study of the geographical West (the West as a section or group of regions).³² For the researcher, the teacher, and even the textbook writer, the geographical West of the present century holds untapped, unexploited historical riches of great magnitude. The following are but a few such assorted and tempting treasures: the land grabbers of the last national domain, the "dust bowl," reclamation on the grand scale, the natural gas boom, the real estate boom, the Alaskan frontier, cultism, tourism, the cooperative movement, emergence of a new Rocky Mountain West, public power development, conquest of insects (or man's revenge on grasshoppers), new Western architecture, mechanized farming, citrus fruit culture, air transportation, rain making, the "Oakie-Arkie" migration, the new Southwest, the trans-Pacific West, economic colonialism and the West, and Western political alignments of the twentieth century. Those are but the more obvious nuggets awaiting historical Argonauts. The West today is the Far West. It needs our thoughtful attention.

³¹ Pomeroy, *loc. cit.*, p. 596-597.

³² Distinction between the meaning of terms, "section," and "region," is explained in Merrill Jensen, editor. *Regionalism in America*. Madison, Wisconsin: University of Wisconsin Press, 1951. p. 5ff.

Whitehead on Wandering

"Mankind has wandered from the trees to the plains, from the plains to the seacoast, from climate to climate, from continent to continent, and from habit of life to habit of life. When man ceases to wander, he will cease to ascend in the scale of being. Physical wandering is still important, but greater still is the power of man's spiritual adventures—adventures of thought, adventures of passionate feeling, adventures of aesthetic experience. A diversification among human communities is essential for the provision of the incentive and material for the Odyssey of

the human spirit. Other nations of different habits are not enemies: they are godsend. Men require of their neighbours something sufficiently akin to be understood, something sufficiently different to provoke attention, and something great enough to command admiration. We must not expect, however, all the virtues. We should even be satisfied if there is something odd enough to be interesting."—From Alfred N. Whitehead, *Science and the Modern World* (New York: The New American Library, 1948) p. 207.

Making Your Own Films

George G. Bruntz

MOTION picture films have long been used as a means of motivating the Social Sciences whether the class be United States History, American Government, World History, or Senior Problems. Many good films are available in all of these fields. However, teachers often find that, good as these films are, they often do not fit into the local needs of the class. Because of this, the ready-made films often do not present a good learning situation.

Some teachers are overcoming this by making their own "educational" films. Their summer travels take them to historical spots and they film these for classroom use. Scenes can be taken in Boston, in Philadelphia, New York, old Williamsburg, or New Orleans, to be shown to the social science classes. A little imagination can make these most valuable as instructional materials. A teacher of American Government could film the state capitol, the United States capitol and other important federal government buildings, to use in his classes to vitalize the subject.

It is even quite possible to make your own instructional movie for your classes. One teacher had taken her classes in American Government on field trips to the local city council meetings, the various offices of the county government, and to the state legislature. This takes time and it often involves expense for transportation, etc. The teacher decided to film these visits and use them for future classes. This would save trips and yet give the students first-hand knowledge of the subject.

The class made plans for the film. They wrote the sequences, made arrangements for the visits and the action shots at the scene. The advisor to the Photography Club of the school was willing to help with the project. He obtained the film, provided the camera, and helped in the "shooting" of the scenes. Administration support was

enlisted for the project, and the cost of the film and processing was charged to instructional equipment.

The students called their film "Our Government in Action." The class scheduled the visits to the various agencies to the local, county, and state government. Each trip was filmed. The class as a whole was shown only as the students left the school and as they arrived at their destination. Thereafter the students were left out of the picture as much as possible. The City Council was filmed while it was in session. The city hall had been filmed the previous day to give local color. The mayor and each member of the council was "shot" separately and introduced. This same procedure was followed in the filming of the other agencies visited. The script, which had been written by the students, was followed carefully and the work of each division of government was explained.

Before a detailed filming of the county government was undertaken, some general shots were taken of the county government building and the various offices. Then the offices were visited and the head of each agency was filmed as introduced. The script explained the duties of each office. The judge of the county court gave permission for the filming of the court in session. The Juvenile Hall and the County Jail were filmed. The final scene was a session of the county governing body—the Board of Supervisors.

Similar procedure was followed in the visit to the state legislature. The help of the local legislators was obtained and through their efforts the co-operation of state officials from the Governor down, was enlisted. One legislative committee hearing and meetings of the two houses of the legislature were filmed. The Governor was filmed signing a bill.

The final product was an interesting picture of the activities of the various branches of the local and state governments. The students *learned by doing*. The teacher now has a film on hand to show to her classes whenever she wants it, and it deals with the topics she wants to discuss. Additional scenes can be filmed by future classes as needed.

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Home-made films can give the subject reality and interest. Are you studying slum clearance? Why not film a slum clearance project in or near your community? Is some important national or state figure visiting your community? Why not film his arrival? There is no end to what can be done by an alert social studies teacher in the realm of home-made movies. Most school administrators will be more than glad to pay the cost of the film and the processing since they are instructional materials.

Because sound recording is expensive the descriptions can be read by the teacher when showing the film. A microphone can be attached to the sound equipment of the projector and the scenes can be described as they come on the screen. One teacher made a tape-recording and timed it to fit the film. This recording then acted as the sound for the film. Any audio-visual center can give directions for making sound films.

One of the teachers of United States History in Washington High School, Fremont, California,¹ had his class make a home movie of certain phases of the Civil War. There were 30 students in the class—15 boys and 15 girls. They thought it would be fun to make a real movie of some of the events about which they had been studying. The school had a 16 mm camera. The administration agreed to furnish the film and pay for the processing. The co-operation of nearly every department of the school was enlisted.

The class organized itself into four committees. One committee of four wrote the plot and the sequence. They delved into all available sources of information. The authentic dress for the period was investigated as was the authenticity of the scenes they planned to film. Another committee made all the arrangements for the use of school equipment, classrooms, and athletic fields, and student insurance against unforeseen injury. Other committees worked on scenery, costuming, etc.

The film was made in four scenes. Scene one showed a series of arguments over the slavery issue. One argument was between a southern

cotton grower and a northern farmer. Another was between a southern congressman and a northern congressman. The final sequence of this scene was the Brooks-Sumner cane incident.

Scene two had its setting in a southern plantation home. The classroom was made to look like a southern ballroom. A ball was in progress. Four couples in southern costume of the period were waltzing when a man came rushing in telling about Fort Sumter, and crying that war was inevitable. The boys all left the hall to go off to war.

The third scene was filmed on the athletic field and showed the Battle of Gettysburg. The girls played the part of the Union Army and the boys took the part of the Confederate Army. This scene was especially enjoyed since many others besides the members of the class participated in it. Old rifles and costumes were borrowed from the drama department of the school. The girls helped to make those costumes that could not be supplied.

The final scene showed General Lee's surrender to General Grant. This was full of drama and human interest. The last shots were of the American flag flying from the school flagpole. The Union had been preserved!

Not only did the students enjoy this filming of a phase of American history but they learned more from it than they could have learned through their classroom discussion. The research in developing scenes was more thorough than an ordinary assignment could possibly be. The experience of writing the sequences and the scenes was of great value to the students. The English classes and the speech and drama classes were all drawn into the project. That was integration *par excellence*.

Thus, if your classes seem dull, if you are looking for something different to develop interest in, and enthusiasm for, your subject, why not try filming some scenes for your class? You might find it a most rewarding experience. But as a teacher, you no doubt realize that you must decide whether the time and effort you put into such a project is worthwhile. If it is not a learning experience, it isn't worthwhile. Only you can decide.

¹ Mr. Robert House is the teacher. The writer is grateful for permission to describe this project carried out by his class.

"... the fundamental condition of making history effective in the classroom is to invest the past with an air of reality."—From Henry Johnson, *Teaching of History* (New York: Macmillan, rev. ed., 1940) p. 163.

Juho K. Paasikivi

John E. Owen

WITH the death of Dr. Juho K. Paasikivi on December 14, 1956, at the age of 86, the West lost a statesman who had guided his native Finland through every political crisis of its life. In the eyes of his people he was second only to Field Marshal Mannerheim as a symbol of the *sisu* or moral strength characteristic of the Finns.

Born in 1870 when Finland was a Grand Duchy of the Tsarist Russian Empire, and educated in Russian, Swedish, and German universities, he had a distinguished career in banking and politics that lasted over half a century. Vigorously opposed to Russian imperialism, first of the Tsarist and later of the Soviet brand, he was also at all times realistic enough to recognize the vulnerable position in which geography had placed his little country. Criticized as an appeaser by some of his fellow Finns who did not agree with his policy of necessary neutralism or constrained co-existence, Paasikivi was responsible for negotiating three peace treaties with Russia. The first occasion was in 1920, soon after Finland's emergence as an independent nation. But 15 years before this, when the Russian Tsar was threatening the civil rights of the Finns, Paasikivi had led a strike (1905) which compelled the Tsar to restore the Finnish constitution.

A member of the Finnish Diet from 1907, to 1913, and Premier in 1918, he led Finland's delegation to the Geneva Conference in 1927 and was Minister to Sweden in 1936. But it was for his role in the years since 1939 that he will be longest remembered. Historians will doubtless differ as to whether Finland could possibly have kept out of the 1939 war, but a study of the ill-fated

diplomatic negotiations of that summer indicates that if Paasikivi had been free to do so, he might have made certain strategic concessions and produced a realistic agreement with Stalin that would have precluded the devastating destruction of the "Winter War" that followed. At the peace table of 1940, the Soviets obtained the territorial demands they had sought at the earlier meetings the previous year. And at the conclusion of the German-Russian conflict in 1944, Paasikivi as Premier of Finland was again forced to deal with the Soviets and accept a very onerous peace settlement as the spokesman of a small nation caught helpless between greater powers.

Elected as President of Finland to succeed Mannerheim in March, 1946, he walked what proved to be a ten-year political tightrope. That Finland has remained on the free side of the Iron Curtain for so long is due in large part to Paasikivi's political acumen and skill in pursuing a course designed to safeguard Finnish freedoms without antagonizing the infinitely more powerful neighbor to the east. A Conservative in politics, he was able to hold together several conflicting factions in the Finnish Parliament and at the same time managed to win the respect of Stalin to the end that Finland's independence could be maintained. Paasikivi spoke Russian fluently and there was probably no other diplomat or statesman in Finland better able to plead his country's interests before the Kremlin. His tragically realistic foreign policy was based on the premise that Finland, a dangerously-placed small nation of four million people without arms, could not afford to find itself in a situation of hostility toward Russia. The bitter events of 1939-44, in which two of Paasikivi's sons died, taught many independently-minded Finns the essential validity of their Premier's stand.

Since World War II, Finland has been beset by a series of economic crises, stemming from the harsh reparation terms imposed by the Russians and the necessity to find overseas markets for her timber products. In 1947, when the Communists made headway in Finnish politics and labor unions and it appeared quite possible that

The author of this brief biographical sketch of one of Finland's great statesmen is Head of the Department of Sociology at Florida Southern College in Lakeland. "I met Dr. Paasikivi on a number of occasions," he wrote in a letter accompanying his article, "while I was visiting professor of sociology at the University of Helsinki, Finland, during the year 1951-1952."

Finland would become a Soviet satellite, Paasikivi was successful in lessening the internal Communists' influence, expelling them from the Diet, and calming Western fears that his country would become another Poland.

Re-elected as President early in 1950 for a six-year term, he gained in 1955 in his last year of office, at the age of 84, his greatest political victory. After making his seventh official visit to Moscow, he negotiated a twenty-year mutual defense pact and won back the freedom of Porkkala, an area outside Helsinki annexed by the Soviets in 1944 for a naval base. Unless one has lived in a capital city with the Russian guns a mere ten miles away, it would be impossible to grasp the psychological import of this Soviet relinquishing of Porkkala, which had stood over the heads of the Finns for a dozen years as the symbol of Russian proximity and military might. The area was turned back to Finland with great ceremony in January, 1956. This Russian move may have been part of the "new look" in Soviet policy, or it could have been an attempt to in-

duce the Finns to elect a pro-Russian successor to Paasikivi. In any case, in an age of radar and atomic weapons, Porkkala's strategic value was now diminished. Notwithstanding, the return to Finland of this Finnish territory proved an occasion for national rejoicing. In that same year, the last of Paasikivi's regime, Finland also became a member of the United Nations and the Nordic Council of Scandinavia.

Despite an impressive write-in vote, Paasikivi refused to run for a third term in 1956. His successor as Premier and now as President of Finland is Dr. Juho Kekkonen, whose carefully-balanced neutralist policy is essentially a continuation of his mentor's. *The Washington Post*, in an editorial of December 18, 1956, well described Paasikivi as "one of the outstanding statesmen of modern times." Unable to express his international sympathies in political action, he was nevertheless a symbol to his countrymen and to the world of Finnish determination to live as an independent people sharing the traditions of the free West.

FROM PLYMOUTH ROCK TO LITTLE ROCK

(Continued from page 293)

tion has a right to expect from all the people. This, unfortunately, has not been the case at Little Rock. Certain misguided persons, many of them imported into Little Rock by agitators, have insisted upon defying the law and have sought to bring it into disrepute. The orders of the court have thus been frustrated.

The very basis of our individual rights and freedoms is the certainty that the President and the Executive Branch of Government will support and insure the carrying out of the decisions of the Federal Courts, even, when necessary, with all the means at the President's command. Unless the President did so, anarchy would result.

There would be no security for any except that which each one of us could provide for himself.

The interest of the nation in the proper fulfillment of the law's requirements cannot yield to opposition and demonstrations by some few persons. . . .

At a time when we face a grave situation abroad because of the hatred that communism bears toward a system of government based on human rights, it would be difficult to exaggerate the harm that is being done to the prestige and

influence, and indeed to the safety, of our nation and the world.

Our enemies are gloating over this incident and using it everywhere to misrepresent our nation. We are portrayed as a violator of those standards of conduct which the peoples of the world united to proclaim in the charter of the United Nations. There they affirmed "faith in fundamental human rights and in the dignity of the human person" and did so "without distinction as to race, sex, language or religion."

And so, with confidence, I call upon the citizens of the state of Arkansas to assist in bringing to an immediate end all interference with the law and its processes. If resistance to the Federal orders ceases at once, the further presence of Federal troops will be unnecessary and the city of Little Rock will return to its normal habits of peace and order and a blot upon the fair name and high honor of our nation in the world will be removed.

Thus will be restored the image of America and of all its parts as one nation, indivisible, with liberty and justice for all. (From Eisenhower's Address to the Nation, September 24, 1957)

Parliamentary Procedure

Dwight Allen

SOCIAL studies teachers should recognize the importance of the parliamentary process in constructing their programs. Parliamentary law has implications which go far beyond the realms of public speaking, and it would seem that it is proper to emphasize its use as a civic tool, rather than as a forensic ability.

Americans belong to countless professional, charitable, and fraternal organizations. These organizations cut across all vocational, economic, and social levels; and most persons belong to several such groups: unions, societies, co-ops, stockholders' associations, civic improvement groups, women's clubs, service clubs, etc. Familiarity with the general rules for conducting a meeting will serve each student well, for knowing how to express himself and when to express himself will make his participation in any group more effective and enjoyable. He can be a part of democracy.

The story of the growth of parliamentary codes in America is fascinating background for the classroom study of parliamentary procedure. Students take great delight in conjuring up the picture of Lieutenant (later General) Henry Martyn Robert, a young West Point graduate, in an impressive military uniform, being elected chairman of a group that he was visiting only casually. He had no parliamentary experience, indeed no knowledge of the current practice of the 1860's. The standard parliamentary guide at that time was *Cushing's Manual of Parliamentary Practice*, a dogmatic work that would admit to little possibility for improvement. Had Robert been so informed, chances are that *Robert's Rules of Order*, the real foundation of modern American parliamentary practice, would never have been written; for his own embarrassing experience made him vow to provide the means to save others from similar predicaments. Immediately

after its publication in 1876, *Robert's Rules of Order* made a very favorable impression and won wide recognition from parliamentary bodies, fraternal organizations, college societies, and debating clubs.

A revised edition of *Cushing's Manual* appeared 11 years following the publication of *Robert's Rules*, and the ineptitude of its continued dogmatism should have been apparent. Nevertheless, the following statement was made in the publisher's remarks: "The old edition of course could not be improved upon, but there were several passages in which the meaning could be brought out more plainly by notes illustrating them." Paragraph 39 of *Cushing's Manual* is an example of a rule which "could not be improved upon."

39. It is also a breach of decorum for a member to come into the assembly room with his head covered, or to remove from one place to another with his hat on, or to put his hat on in coming in or removing, or until he has taken his seat; and, in many assemblies, especially those which consist of a small number of members, it is not the custom to have the head covered at all.

Unlike Cushing, though Robert sold a half-million copies of the original edition, he issued a complete revision in 1915. In his preface to the revised edition, Robert quoted an English parliamentary authority who said, "Whether these forms be in all cases the most rational or not is really not of so great importance. It is much more material that there should be a rule to go by than what the rule is; that there may be a uniformity of proceeding in business, not subject to the caprice of the chairman or capriciousness of the members. It is very material that order, decency, and regularity be preserved in a dignified public body."¹ Newer works are simplified, clarified, codified, and amplified, but their basic concepts rarely differ very much from Robert's basic formulation.²

The author of this article teaches social studies in Hillsdale High School in San Mateo, California. His earlier educational experience includes a year of teaching at Athens College in Greece and, more recently, graduate work at Stanford University.

¹ Henry Martyn Robert. *Robert's Rules of Order Revised*. New York: Scott, Foresman and Company, 1915. p. 14.

² For a more detailed biographical sketch see "General Henry M. Robert," by Thais M. Plaisted, *The Social Studies*. 48:5, May 1957. p. 158-162.

The organization of men throughout recorded history, and we may assume even before, has been based upon rules. Respect with which rules have been regarded has insured the development and growth of democratic institutions in all ages. Freedom under rules, with resulting mutual respect of individuals provides the foundation of democracy.

What an intriguing body of lore there is which surrounds the history and development of parliamentary procedure. What a fine opportunity to excite student imaginations, point up the foibles, the pains of evolving a workable parliamentary system; to demonstrate the need and value of efficient rules to conduct a meeting, preserving the rights of a minority, yet providing for the will of the majority. What rich chances are afforded to tie in with historical studies of either United States or world history. We can note that the first national parliament now generally recognized as such was convened on November 27, 1295, summoned by Edward I to Westminster. What about the first French "parliament"? We know in a general way the parliamentary background of the United States, but what about the National Congress of Chile, the States-General of the Netherlands, the Storting of Norway, or the Japanese Diet? What kind of rules govern these bodies? How have these rules changed over the years—in some cases centuries?

We can mention that in the English House of Lords, three of the Lords constitute a quorum; in the House of Commons 40 members are deemed to be a quorum; in the United States a quorum in either House of Congress must be a majority of its membership. We can contrast the English tradition of according precedence in gaining recognition to newest members of Parliament with the American custom which affords no such distinction. We can help students discover the purpose of the parliamentary mace and how it is used in our House of Representatives.

Bringing in associations, comparisons and contrasts with other traditions and anecdotal incidents, we can help our students remember the distinctions which sometimes become quite arbitrary. For example, there is the story which was widely circulated toward the end of the nineteenth century. It purported to take place in Seguin, a small town in Western Texas, when a citizen was elected justice of the peace. The only "law book" which he had was *Cushing's Manual*. The first case before him involved a cowboy accused of stealing a steer. When the case was called, the leading lawyer of the town was there to defend the prisoner. "As there is no

counsel for the other side," he said, "I make a motion that the case be dismissed." The justice looked over his manual. "A motion has to be seconded," he said. "I second the motion," promptly responded the prisoner. "The motion has been seconded that the case be dismissed," said the court, "All in favor will say 'aye.'" The prisoner and his attorney voted, "Aye." "All opposed will say no." Nobody voted. "The motion is carried and the case is dismissed," ordered the justice. "A motion to adjourn is now in order."

The first classroom study of parliamentary procedure should come early in the curriculum and need not—indeed should not—be detailed. What kind of "hitching post" can we find to introduce parliamentary procedure into a course of study? It can be treated directly in any problems course, on freshman or senior level, as a separate area of consideration; or it can be taught as a phase of citizenship responsibility in a civics class. Most commonly it is taught as a means of conducting class business. Parliamentary law can also be studied as a parallel consideration in an ancient history class—indicating the contrasts of ancient law and order with current practices. In modern history the teacher can suggest a digression to trace the development and use of parliamentary law in the United States from its parliamentary antecedent in Europe. Certainly there is no need to illustrate the numerous opportunities for such a study in conjunction with an American history course, for the evolution of the modern democratic process is fused to the development of parliamentary procedure, a systematic method for giving each man or his representative a voice in establishing the law.

There are many advantages of teaching parliamentary procedure integrated into the rest of the curriculum. It takes time to assimilate and become familiar with the simple concepts. Certain practice and manipulation are necessary before a student can feel at ease in a realm which is so unfamiliar. Once the fundamentals have been grasped, discussed, practiced, and reviewed, the presentation of more complex notions will be facilitated and made more effective. The class time required will be considerably less, as the practice phases are incidental to other studies.

A simple guide (like the one shown in Table A) will suffice to regulate most meetings. Such a guide can be used in many ways. Let us suppose a teacher wants to develop the skills of his students so that they can carry on their own planning. The mimeographed guide can be distributed to the class and explained. The teacher can prepare slips of paper, each containing a

FUNDAMENTAL RULES FOR CONDUCTING A MEETING

I. ORDER OF BUSINESS

- | | |
|---|--------------------------|
| A. Chairman Calls Meeting to Order | D. Old Business |
| B. Reading of Minutes of Previous Meeting | E. New Business |
| C. Committee Reports | F. Adjournment or Recess |

At least one half of the members of the group must be present before the meeting can be called to order. The chairman should then let the group know what business is scheduled to be considered so the group can judge how to allocate its time. The minutes are read by the secretary. The group may vote to have the secretary change the minutes if there are any inaccuracies.

II. CONSIDERATION OF BUSINESS

The following table indicates the kind of motions which can be made. The chairman will decide any point not covered in these rules. The group can change this ruling by appealing the decision of the chairman. The chairman must abide by such a decision if the group upholds the appeal. The majority of those PRESENT must vote in favor of a motion before it is passed. Once a motion is acted upon it may not be reconsidered at the same meeting.

	May Interrupt Speaker	Chairman Decides	Vote Immediately	Debatable	Second Needed
1. Main Motion				+	+
2. Amendment				+	+
3. Withdrawal of a Motion		+			
4. Postponement of a Decision				+	+
5. Limit Debate				+	+
6. Close Debate			+		+
7. Question Chairman on Order or Procedure	+	+			
8. Appeal Decision of Chairman	+			+	+
9. Personal Privilege (open window, speak louder, etc.)	+	+			
10. Recess or Adjourn			+		+

The chairman must call on a person before he can speak. When a motion is debatable, a motion to close debate must be made to bring the motion to a vote. The rank of motions above from 1 to 10 means that you may not ask the group to consider any motion ABOVE that which they are currently considering. You may always make a motion (when the chairman calls on you) which is BELOW the one being considered at the time.

TABLE A

specific motion, for distribution to the members of the class. The teacher should act as temporary chairman. The students then watch their guides to determine the proper time to introduce their motion. The teacher should be careful to include several sequences of motions utilizing as many of the types of motions shown on the chart as possible. The motions should be simple and labeled as to the type they are. The teacher should keep a record of the sample motions and prompt the students when it is time to present their motions.

The following day the teacher can conduct a meeting to give the class an opportunity for actual practice—a discussion of some phase of the regular class study, perhaps. The teacher might distribute a short list of sample motions at the be-

ginning of the period to be used as a general guide only. If the class seems to be progressing well—making allowance for the unfamiliarity of the material—during this second period the teacher might also conduct an election of officers, first explaining election procedure. During the third session the student officers can take charge of the meeting and the teacher can assume his permanent role as “parliamentarian.” The student chairman might be encouraged to read further in one of the published parliamentary guides, though it must be made clear that the class meetings are bound only by the class rules originally distributed. The class should continue to use these simple rules, electing new officers periodically.

Necessary Vote	Amendable	Debatable	Second Needed	May Interrupt	PARLIAMENTARY GUIDE			Main Motion	Division of Question	Amendment	Object to Consid'n	Withdraw Motion	Postpone	Refer to Committee	Close Debate	Limit Debate
					Subject to These Rules	Can You Propose	When This Is Before Ass'y									
							+ = You May 0 = You May Not # = Special Case									
§	+	+	+	0	1. Main Motion			0	0	0		0	0	0	0	0
§	0	0	+	0	a. Resume Debate			0	0	0		0	0	0	0	0
§	0	+	+	+	b. Reconsider			0	0	0		0	0	0	0	0
§	0	#	#	0	c. Establish Order of Business			0	0	0		0	0	0	0	0
§	0	+	+	0	d. Rescind Action			0	0	0		0	0	0	0	0
C	0	0	0	0	2. Division of Question			+	0	+		0	0	0	0	0
§	#	+	+	0	3. Amendment			+	0	#		0	0	0	+	+
§	0	0	0	+	4. Object to Consideration			+	0	0		0	0	0	0	0
C	0	0	0	0	5. Withdraw Your Own Motion			+	+	+		+	+	+	+	+
§	0	0	+	0	6. Postpone: a. Temporarily			+	0	+		0	0	1	+	+
§	0	#	+	0	b. Definitely			+	0	+		0	0	2	+	0
§	0	+	+	0	c. Indefinitely			+	0	+		0	0	3	0	0
§	#	#	+	0	7. Refer to Committee			+	+	+		0	0	3	0	0
§	0	0	+	0	8. Close Debate			+	0	+		0	0	+	+	+
§	#	0	+	0	9. Limit Debate			+	0	+		0	0	+	0	0
C	0	0	0	+	10. Question of Privilege			+	+	+		+	+	+	+	+
C	0	0	0	+	11. Question of Procedure			+	+	+		+	+	+	+	+
§	0	+	+	+	12. Appeal Decision of Chair			+	+	+		+	+	+	+	+
§	0	0	+	0	13. Suspend Rules			#	#	#		#	0	#	#	#
C	0	0	0	+	14. Division of Assembly			May Be Called for Following any Voice Vote								
§	#	0	+	0	15. Recess			+	+	+		+	+	+	+	+
§	0	0	+	0	16. Adjourn			+	+	+		+	+	+	+	+

§ = Simple Majority § = Two-thirds Vote Necessary C = Chair Rules
 1, 2, 3 = Rank of Motions to Postpone

TABLE B

How can knowledge of this simple parliamentary procedure be used as a classroom tool? In the study of current events, students could be given the opportunity to propose resolutions to the class, recommending certain action on current news happenings. The class can then debate and endorse or defeat the resolutions. Various provisions for giving credit and insuring participation can be incorporated into the program. If a teacher divides the class into committees for group study, these smaller groups can follow a similar guide to enable them to more efficiently consider the business at hand. Interested students can be given additional work, either in background material or in a more detailed study of procedure itself. Gradually the scope of study for the entire class can be enlarged and a more

comprehensive parliamentary "code" can be introduced after students have mastered the simple rudiments. This can be done later in the same course or left until a subsequent course if the program is sufficiently well co-ordinated throughout the school.

A second more comprehensive duplicated chart (see Table B) can be distributed to the class and the new concepts discussed. A detailed chart of this type contains the majority of common parliamentary devices and should suffice for all but the most vitally interested and advanced students who can be referred to *Robert's Rules of Order Revised*, *Sturgis Standard Code of Parliamentary Procedure*, *Eliot's Basic Rules of Order*, or comparable guides. Very little addi-

(Concluded on page 315)

Lafayette: An Early Voice of America

Albert Alexander

LAFAYETTE, with his "good sense, probity and lofty philosophy, [and] manners," was a true child of the Age of Enlightenment. With the eagerness of a child and the dedication of a convert, he seized upon the hopeful dream of 1776 shortly after his arrival in America and held fast to it throughout the remaining fifty-odd years of his life. Except for his repudiation of slavery, Lafayette's attitude toward America was uncritically enthusiastic. Although he had a well-founded reputation for being an uncritical admirer of the American viewpoint, a closer study also reveals a somewhat more discerning nature, for Lafayette's *practical* program for France, especially during the last two decades of his life, was more realistically constructed of the brick of his native land with only the trim imported from America.

Just as Americans in their enthusiasm for the Hero of Two Worlds tend to over-estimate his role in the winning of American freedom, so are the French inclined to exaggerate his quixotic traits to the exclusion of his Sancho Panza attributes. Tocqueville characterized Lafayette as a pure spirit but mediocre individual. Guizot's thoughts about him were always "saddened by affectionate regret," because Lafayette's emotional judgment of circumstances and men clouded his foresight. Stendhal's tribute perhaps best reveals this attitude towards the Marquis: "In the years to come, France, and Paris in particular, will be execrated by posterity for not having recognized this man's true greatness. [Yet in the July Days he] encouraged schemers, blockheads, and bombastic ones."¹

Refusing to compromise with his principles (no doubt mixed somewhat with an "itching

for popularity"), Lafayette was consistent in and loyal to his ideals to the end. He remained, in the words of his most authoritative biographer, "the foremost European exponent of the liberal creed." The causes which stirred him read like a liberal's casebook of the early nineteenth century's politically depressed areas.

Lafayette's faith that American doctrine would unseat European tyranny developed after his experience in the American Revolution. When he enlisted in the American cause for personal rather than political reasons, his ideals, if indeed they existed before 1776, were inchoate. However, upon his return to France he inspired a group of young noblemen and returned officers to campaign for changes in France with the United States as an example. From this time on his active propaganda for the "American school" was so intense that the public eventually came to consider him an American.

He thus contributed to the creation of a general atmosphere of discontent and to the creation of a vision of hope for a better life in France. Lafayette also brought his American experience to the Declaration of the Rights of Man, which he helped draw up—probably with Jefferson's help.

Lafayette, for so long the first voice of America in France, suffered a decline in popularity with his ill-advised role in aiding the monarchy in 1792. This incident, however, illustrated a certain practical side of his nature which, as we have indicated, his native land was reluctant to recognize. While he preached unadulterated American ideals, in practice (and especially when he was personally involved) he exhibited a sense of moderation and compromise.² From prison he defended his decision to support the monarchy—a defense he was to use at other critical junctures: "I have sacrificed republican inclinations to circumstances and the will of the nation."

Marie Joseph Paul Yves Roch Gilbert Du Motier de Lafayette was born at the Chateau de Chavaniac in Auvergne, France on September 6, 1757. He died in Paris on May 20, 1834. The following article, prepared on the bicentenary of his birth, was written for *Social Education* by Dr. Alexander, who teaches social studies in Brooklyn (N.Y.) Technical High School.

¹ Henri Beyle. *Memoirs of Egotism*. New York, 1949. p. 101-102.

² M. J. Mavidal, editor. *Archives Parlementaires de 1787 à 1860*. LXII, 249. Paris, 1860-1913. See this volume for the practical legislation which Lafayette recommended as a Deputy during the 1820's.

Lafayette took no part in public affairs during the Napoleonic period. More than ever those days of dictatorial rule confirmed his faith in the American creed.

In accepting the Charter of 1814, Lafayette was aware of its imperfections and auspices. He did, however, approve of what he believed to be certain democratic guarantees and the fact that the Charter "retracted many counter-revolutionary doctrines." Although he soon became disillusioned with the Restoration government, he continued as late as 1820 to speak of being bound to defend the Charter. It was, he insisted, "an acknowledgment of Rights proclaimed thirty years ago." Therefore, any action taken under it was a reminder of democracy.³

Later that year Lafayette's break with the monarchy was, in Guizot's words, "open, improvident, and rash." In fact, from 1820 to 1823 he became involved in revolutionary agitations which were so half-heartedly supported that their failures were almost assured in advance.

Gallatin, whose patience was sorely tried by Lafayette's plotting, confided to John Quincy Adams after he had quitted his ministership to Paris that the "extinction of Bonapartism [had a] favorable effect on friend Lafayette, who was very ungovernable in all that related to petty plots during my residence at Paris as Minister, and to whom I had again spoken on the same subject in the forcible manner whilst he was in America."⁴

Lafayette had been genuinely happy to hear about the resolution of Congress (January 12, 1824) extending to him an invitation to visit the land of his youthful triumphs. While his faith in American democracy needed no renewing, his ego needed a lift at this time. Between the rebuffs from the Restoration government and the fiascos of the immediately preceding few years, America was more appealing than ever. France had not only failed to fulfill even the limited objectives of the Charter, but the future in this respect was not bright. Perhaps, he thought, the return to America might even be of some value for his native land.

Eight months after his arrival in New York (on August 25, 1824) he commented on this to a

friend: "... everyone agrees here that this visit and all that resulted from it has been beneficial on this side of the ocean. Would to God that some benefit would also result from it on the other shore!"⁵

"This pupil of the American school," as he loved to call himself, made a holiday appearance in America that lasted 14 months and covered 24 states. Decorated and redecorated as the hero of the Revolutionary War, Lafayette was feted, lionized, and paraded for his deeds of almost a half-century earlier. Lafayette, the man as well as the legend and symbol, were thoroughly restored and refurbished. So studiously were references to Bourbon France avoided before the hero that it seemed as if he had been magically transported from the eighteenth century across the void of the Restoration era!

When he left America, it was with the assurance that his dream had materialized and the republic was firmly established. The new country conformed to reason, order, and liberty. It also enjoyed unheard-of prosperity. America's concern with Europe's plight also cheered him. "It has already become the sacred pledge of the emancipation of the world, that emancipation in which I am happy to see the people of America interest themselves more and more, whilst they afford to Europe the encouraging example of the success of free institutions."⁶

When the Revolution of 1830 struck France, Lafayette was again at another peak of his popularity. The previous year he had toured France in a triumphant manner reminiscent of his trip to America four years before. Now in command of the National Guard, he was flattered that the "people did me the Honor and Pleasure to take my name as the rallying signal."

By now Lafayette as the "rallying signal" probably stood less for a direct copy of the American system—his programs and actions from 1815 to 1830 belied that—than he did for a certain spirit and morality associated with America. Rallying around Lafayette meant fighting for a popular program vaguely conceived and vaguely understood. It also meant moderation, decency, and gradualism as methods to be used in the attainment of the program.

At this juncture Louis Philippe, it should be
(Concluded on page 318)

³ Letter to Jefferson dated May 5, 1820, in the New York Public Library, Manuscript Division.

⁴ Gallatin Papers to John Quincy Adams, October 18, 1826. In the New-York Historical Society. It seems that whenever possible Gallatin avoided seeing Lafayette while in France. He privately disparaged Lafayette's knowledge of *realpolitik*.

⁵ James B. MacIntire, editor. *Letters of Marquis de Lafayette* (Stuart Wells Collection, Publication No. 6). Easton, Pennsylvania: American Friends of Lafayette, 1954.

⁶ B. Sarrans, editor. *Memoirs of General Lafayette*. 1:191. London, 1832.

In Scholarly Journals

Richard E. Gross

THIS article was organized for the purpose of reminding social studies teachers of the excellent social science journals available, which are too frequently overlooked, as well as to review some of the interesting and helpful material typically found therein. The magazines and articles selected are the choice of the writer. Other valuable journals—foreign, regional, and state—and numerous other articles could have been included, but in the amount of space allotted it is impossible to cover the field. The writer has chosen to abstract or mention the articles which seem to him to be particularly informative and useful in terms of typical courses and topics offered in junior and senior high school social studies. Reviews were limited to journals published in the first half of 1957.

The American Historical Review (January, 1957)

Dexter Perkins' Presidential address, "We Shall Gladly Teach," is devoted to problems in the teaching of history at the college level. Teachers in the lower schools who have mixed emotions concerning the numerous university courses in history which they have taken and who also see parallel difficulties in their own work will enjoy this presentation. These teachers will probably agree with Perkins that social scientists need to give greater consideration to their roles as effective teachers than they have generally been willing to do. Scholarship remains of prime import but its results may be largely lost when the instructor knows little and cares less about method. Among other factors the author considers examinations, the basic problem of the selection of proper content in history

courses, and the virtue of historians with broad social science training. The need for communication between mentor and learner, however, is fundamental and Perkins concludes that the greatest challenge of the history profession today remains the instructional one—"the challenge of the classroom."

Merle Curti's provocative article on "The History of American Philanthropy as a Field of Research" is timely in the light of growing corporate contributions and of the recent growth of great foundations. The influence of philanthropy upon human welfare is an important aspect of American social history. The author poses numerous questions about the roles of these institutions, the patterns of social relationships and their influences which need to be answered. He indicates sources of information now available and suggests period studies as well as research on various individual organizations. Curti also includes a definition of the marks of a first-rate institutional study.

"The Extraordinary Ideas of Alexander the Great" by C. A. Robinson, Jr. attempts to nail down some of the beliefs, ambitions, and plans of the amazing, young king. Teachers of world history will derive some colorful material here with which to enrich their presentations of the life and influence of this meteoric individual.

As is true of all other journals reviewed in this article, this magazine contains a quantity of excellent book reviews of the latest publications.

The Mississippi Valley Historical Review (June, 1957)

T. D. Clark's Presidential address, "The Great Visitation to American Democracy," is an enlightening summary of viewpoints on America as recorded in the writings of many foreign travelers and visitors to the American continent from Cabeza De Vaca (1542) to much more recent reporters and analyzers, such as Andre Siegfried. Clark points out that much about American life and history would be available even if no Americans had written on many of these topics. He includes interesting illustrations of foreign viewpoints in connection with our geography, our

Dr. Gross, an Associate Professor in the School of Education at Stanford University, here continues his contributions to *Social Education* with a commentary on recent research in scholarly journals. If reader response is sufficiently favorable, the author has expressed a willingness to do a repeat performance later in the year.

governmental system, American presidents, the South and the slave system, Chicago as the epitome of American industrial-urbanism and transportation. The teacher who has limited himself to quotes from Bryce and de Tocqueville will profit from this introduction to other visitors and their works. Such detached insights enable students to see Americans and their America from a wider and more seasoned viewpoint.

Equally interesting is J. L. Bates' new analysis of the development of the conservation movement, "Fulfilling American Democracy: The Conservation Movement, 1907-1921." The views and principles of leading conservationists, the relationship between conservationists and progressivism, the Pinchot case and other events make good reading as the author argues for the contributions of this movement to the growth of democracy, as well as to the increase in the material wealth of the nation.

R. P. Longaker's "Was Jackson's Kitchen Cabinet a Cabinet?" reviews this legend and will lead many a conscientious teacher to modify some of the views based upon hitherto inadequate or faulty information, with which he formerly "enlightened" his pupils. One wonders how many other viewpoints, anecdotes, and illustrations frequently used by history teachers and commonly found in textbooks are as vulnerable as the aspects of the kitchen cabinet story traced in this article. Here again is an important reason for social studies teachers to keep up on research monographs and publications in the journals in their field.

American Sociological Review
(April, 1957)

In a time of growing concern over "suburbia" and its meaning in American culture, the social studies teacher will be interested in L. Schnore's "The Growth of Metropolitan Suburbs." The author reviews the theories back of suburban growth and propounds several new hypotheses for the development of modern "bedroom" communities.

An aspect of statistical sociology receiving increasing attention is demography—the study of population changes. With the rapid expansion of population, social studies teachers need to be giving greater attention in their instruction to the multiple, important results of these developments. G. Hillery, Jr.'s "The Negro in New Orleans: A Functional Analysis of Demographic Data" helps the reader perceive the demographic differentials between white and Negro popula-

tion which, in part, help explain some of the differences and patterns of race relations in southern communities. See especially the chart on page 185.

W. Goode's "Community Within a Community: The Professions" will interest teachers involved in community studies and in the analysis of structural relationships between sub-communities—the school, political parties, the taxpayers association, etc.—and the greater community. Teachers concerned over the professionalization of their own organizations will find implications of import in this analysis of other professional groups and their community relations.

*The Annals of the American Academy
of Political and Social Science*
(May, 1957)

Each number of the *Annals* is devoted to a single problem in the social science area. This volume entitled *American Indians and American Life* contains 16 articles on topics such as Indian-White Relations; Demography of the American Indians; Role of the Bureau of Indian Affairs; Religion, Education, and Politics Among the Indians; and Acculturation and Integration of the Indian. As with the Hallowell article reviewed above, both elementary and high school teachers, and even gifted high school pupils will find this volume of the *Annals* providing really beneficial information for enriching lessons and student reports.

The American Journal of Sociology
(July, 1957)

This issue contains two articles by B. Halperin and S. Thrupp on the convolution of history and sociology in contemporary area studies and on further opportunities for cooperation between professionals in these two subject areas. Thrupp analyzes the reasons for the lack of understanding between workers in these two disciplines, such as their false notions of one another's subjects. She then points out specific topics on which sociologists and historians could strengthen one another's efforts.

This reviewer is led to comment that as a result of his perusal of the articles in these journals, he feels that broadfield research interests are growing. Many articles are of an inter-disciplinary nature; social scientists increasingly recognize that the solutions to human problems do not end at the artificial boundary of any one discipline.

In a period when we read much of the grow-

ing middle class homogeneity and orientation of American society, teachers will be interested in the proposition made by G. Kolko in his "Economic Mobility and Social Stratification," that economically little change has occurred toward breaking down the class system. He shows that wide inequalities remain and the gaps in lifestyles, consumption habits, and incomes of various groups have considerable spread. The weakened position of many white collar workers, however, is evident and teachers will want to note the shift in their own income position from 1918 to 1952, as related to other occupations, which is indicated on the chart on page 33.

Political Science Quarterly
(June, 1957)

This number includes varied articles such as J. Thompson's "Burmese Neutralism" which analyzes the logical development of this attitude and policy on the part of Burma; W. Carleton's "The Revolution in the Presidential Nominating Convention" which traces a thirty-year transformation toward the democratization of this process whereby nominees are selected who are already popular national choices, rather than being the products of autocratic decision in "smoke filled rooms"; and "Presidential Inability" by L. Wilmerding, Jr. which explores some of the questions that rose in American political minds following President Eisenhower's heart attack. Historical examples of the problem of devolution of power when Presidents have been incapacitated are cited. The author recommends a cabinet member, possibly the Secretary of State, as the man whom Congress might designate to carry on in such cases. Wilmerding's reasons for by-passing the Vice-President merit consideration.

P. Gay in "Carl Becker's Heavenly City" analyzes the errors of those interested in the European intellectual history of the Eighteenth Century, when they have taken Becker's famous book of 25 years ago as serious history. Gay points out that possibly Becker merely approached his topic with a tongue-in-the-cheek attitude and that he may have provided questionable answers to the problems posed so as to prod his readers into a reexamination of facts and assumptions. The author claims that, nevertheless, a generation of historians and students have mistakenly come to accept Becker's allegations as reflecting a true image of the Enlightenment. Indeed, Becker was the too rare historian, as those of us who have delighted in his *Every Man His Own Historian*

can attest, who could write interestingly and persuasively on serious topics. In *The Heavenly City of the Eighteenth-Century Philosophers* Becker's talents, according to this provocative essay, have brought some most unfortunate results.

American Anthropologist
(April, 1957)

Are races affected by evolution just as other species of life? S. M. Garn in his "Race and Evolution" uses recent evidence, particularly results from studies of blood-types and genes, to summarize the on-going evolution of man. He includes evidence that racial evolution continues to take place, often at an appreciable degree, and claims that the criteria which supposedly distinguish one group from another are, in the long history of human development, often temporary and frequently related to local environment. Such a theory holds great implications for those interested in the study of man.

A. I. Hallowell's "The Impact of the American Indian on American Culture" is an excellent review of the contributions of the Indian to American culture. Indian speech, economic life, clothing, sports and recreation, foods, music and folk songs, and literature are considered. This reverses the typical consideration of the impact of civilization upon the savage. This introduction to acculturation will be very helpful for teachers desiring correlation or for those in search of new approaches to enliven their tried and worn Indian units. The roles of maize, the moccasin and Indian music and stories are briefly recounted as examples of ways in which we have overlooked the considerable native influence of the original Americans upon our way of life.

The American Political Science Review
(June, 1957)

In "The Coming of Age of America," L. Hartz reviews the recent maturation of the United States as a world power and traces the political transformation that has emerged as a result of the blending of liberalism and nationalism in Twentieth Century America. Readers in this era of "dynamic conservatism" will also be interested in S. Huntington's "Conservatism As an Ideology." He outlines three different theories of conservatism, defending one which views it as a system of ideas employed to justify any established social order whenever fundamentally challenged. Huntington then illustrates the absence of a conservative ideal and of a conservative tra-

dition in the United States. He concludes that conservatism is essential in preserving the achievements of American liberalism; in the light of the current international challenge, "American liberals have no recourse but to turn to conservatism."

Equally important for the teacher of civics and government are R. Huitt's "The Morse Committee Assignment Controversy: A Study in Senate Norms" and L. Herson's "The Lost World of Municipal Government." The latter includes an analysis of textbooks on city government and points out the stagnation in this important aspect of political science. The article holds valuable suggestions for those who recognize the need for study and comprehension of local grass roots politics.

This issue also includes a brief report on the improvement of the teaching of international relations written by V. Van Dyke.

*Annals of the Association of
American Geographers*
(March, 1957)

"The Role of Nuclear Power in Europe's Future Energy Balance" by G. W. Hoffman is one of a series on various countries and continents which have appeared in the *Annals*. It includes a detailed analysis of the effects of the atomic age upon the energy requirements, the economic growth, and standards of living in Europe. Hoffman points up the crucial import of the development of atomic power with the bulk of advantageous water sites harnessed, coal supplies dwindling, and oil lacking. Conventional energy sources will not meet Europe's greatly increased power demands in the years ahead. The article concludes with a discussion of cooperative programs such as Euratom, and outlines the problems of future atomic development. Valuable figures and charts which compare power situations in different countries are included.

N. Pound's "Historical Geography of the Iron and Steel Industries of France" traces the story of the nation's iron industry from the beginning of the Industrial Revolution and shows the historical effect of the locations of ore supply and the development of new steel making processes upon the country as well as upon the industries. He reviews current problems and the desirability of the Monet and Shuman Plans. One is struck again by the need for European unity and cooperation here as in other areas, such as the atomic cooperation urged in the previous article. Cer-

tainly, in our time, the destiny of any one country has become ever more entwined with that of its neighbors.

The teacher seeking new content in the area of transportation will profit from the excellent set of reviews by F. J. Taaffe devoted to six new books on this topic.

The American Economic Review
(March, 1957)

E. Witte's Presidential address, "Economics and Public Policy," discusses the role of economists in influencing public affairs and inquires into the reasons for their minor position. He details the close associations which actually exist between economics and government and urges a return to the sound concept of "political economy." Witte's emphasis is to be expected coming from a man whose state has long used its university economists as important advisors in promoting the welfare of the commonwealth. As one reads this speech he is led to a wondering consideration of the tremendous financial power, influence, and involvement of government in all aspects of American life. It is easy to see why government now merits separate consideration along with the traditional factors emphasized by economists. Witte next considers some of the other organizational and group influences upon the American economy. Here he makes the telling point that although unions have recently grown in power, it is a mistake to equate their position with that of the giant corporations where, for example, General Motors handles more funds than those taken in annually by the treasurers of the 40 smallest American states! Witte also explores the attempt to make economics "scientific" and questions the mistakes of his colleagues who have tried to attain the certainties of the natural sciences and of those who have not taken a broader outlook toward economic problems. He favors the trend toward inter-disciplinary team research in the solution of problems of economic policy. Witte also discusses the need for improved teaching of economics and concludes, as a good Badger should, by quoting Bob LaFollette on the need for concern over and contributions to the state by all citizens. "It is a glorious service, this service for country. Each one should count it a patriotic duty to build at least a part of his life into the life of his country, to do his share in the making of America according to the plan of the fathers." Witte speaks in the fine tradition of economists who have so served.

Initiating the Group Method

J. D. McAulay

ONE of the main objectives of the social studies in the elementary school is to teach children to work cooperatively. The social studies should be the content area where a child learns the group process of selecting a leader; of cooperatively arriving at a solution most suited to his ability and interest; of working with other children on research or work projects; of assuming his share of responsibility in the presentation of the solution to a problem.

Yet many teachers will receive a class of children at the beginning of the school year who will have had no experience either in the social studies or in group participation. It would be disastrous for such a teacher to plunge immediately into the group method of teaching social studies. The classroom would quickly become chaotic, control would be a heavy problem, and content learning would be nil. Thus the wise teacher, with such a class, approaches the group method slowly, and perhaps cautiously. During the first few weeks of school she uses a method with which the children are familiar. This is, too often, the lecture method—the giving of content to be memorized and then drilled upon. Gradually the teacher helps the children to adjust to a more satisfactory method of learning and working—the group process.

Once the teacher has had sufficient opportunity to know the children and to understand their individual abilities and interests, she may introduce the "individual group method" into her work with the social studies. In this method, a particular selection of content of the unit under study is prepared by the teacher into three variations or levels, all of essentially the same core in meaning but each of a different degree of depth in vocabulary, concept, and enrichment. This material is mimeographed. The class is divided into groups, three children in each

group; one child of above average ability, one of below average, and one of average ability. The brighter child is given that mimeographed material, larger in concept, advanced in reading vocabulary, and more enriched in content. The child of average ability is given that material more suited to his qualifications, and the slower child is given a shorter block of material which is easier in vocabulary and concepts.

Each group has its own chairman, either appointed by the teacher or elected by the group itself. The groups are easily and conveniently placed in the classroom so that the teacher can move about quickly to help and to supervise.

Each child is given a sheet of paper. The instructions, previously written on the board, should be short and simple. Now they are repeated orally by the teacher: "You will have fifteen minutes to read about Mexico. Then you are to write on your sheet of paper the three things you found to be most interesting. When you have written down your three points, you will have ten minutes in which to talk about what you have read with the other two people in your group. Then you must decide which three points are the *most* interesting for your chairman to tell us about Mexico, and why your group thinks them the most interesting."

The children begin to read and the teacher moves about to answer questions, pronounce words, help with other minor difficulties. When the children have completed the assignment and all final decisions have been made, the teacher asks each chairman to report on his (or her) group's decision. She then writes each "most interesting thing" on the blackboard, together with the group's reason for its choice.

The teacher may be disappointed with the concrete results of this first experiment with the group method. She should not be. It is not so much what is actually learned in the way of content with which she should be concerned, but rather what is gained from the experience of working together.

This experience of working in small groups should be repeated, but varied as to procedure. The textbook may be used as the source material.

The author of this article, a Director of Education at Southern Oregon College in Ashland, is currently in Australia on a Fulbright Scholarship.

However, to compensate for the differences in reading levels of each member in the group, assignments should be given with individual abilities always in mind. One member of each group may be asked to read that section of the text that deals with the products of Mexico; another member may be asked to determine why such products are predominant in Mexico; and the third to determine how such products are used. Again, after the reading assignment, each group will synthesize its findings into a report to be presented by the chairman before the entire class. The teacher will then select pertinent facts and make a summary on the blackboard.

Similar group projects may be carried out, with a film as the resource material. Each member of the group will be responsible for some particular interpretation of the film, and the group will correlate its observations into one report. Newspaper clippings, articles from current magazines, or information gathered from home and from the community may serve as a basis for similar group work. A teacher will use many types of media with her children so that they may learn through practice how simple group work is organized, what procedures to follow, and what disciplines are necessary.

As soon as the teacher feels that her class has adjusted to the more simple processes of group work, she may move to "like-group work." In this method the groups of children will be larger, each group consisting of members of similar interest and like ability. Each group is given the same problem, but the members of each group may determine the procedure to be adopted in solving the problem, and how the solution will be presented to the class. The problem might be, "What products does Mexico have that the United States may buy?" The teacher will suggest methods by which this question can be answered and sources where information may be found. She will perhaps guide the group of slower children to the textbook, and she may suggest that they prepare their report in the form of a simple play. She may call the attention of the brighter group to the encyclopedia or the index guide to periodicals. She may suggest that this group present its report in the form of a large illustrated products map, showing not only the type and location of products purchased from Mexico, but also displaying colored threads leading from the Mexican location of a product to the area in the United States where that product is principally used or consumed.

In this like-group method the teacher's su-

pervision is much more indirect than in the individual group method. The group has much more freedom in its working procedures. It selects its own leader and determines its own procedure and general method of preparing its report. Although the teacher will gladly make suggestions, the group is under no obligation to follow these suggestions and may gather its information and present its report as it chooses. Supervision of the class is easy since each group is basically working on the same problem.

When the class has become familiar with the more complicated procedures of "like-group work" and the principles involved, it is then ready to proceed to the third, and final, form of the group process—the "diverse group." The groups participating in this process will be made up of children of different abilities, interests, and social attitudes. The class as a whole will help the teacher to divide a particular problem into its component parts. Each group will select that part of the problem on which it wishes to work. Within each group it will be decided how each of its members can best contribute to the solution of its portion of the problem.

For example, if the class problem is "What Products does the United States purchase from Mexico?" subdivisions of the problem may be the following:

1. Why is it necessary that these two countries trade with each other?
2. What products of Mexico are essential to America's economy?
3. What is the balance of trade between these countries?
4. How can the trade of the United States and Mexico be increased?

With some indirect supervision from the teacher each group will select the subdivision of the problem it feels it can best deal with, and decide upon the manner in which it will present its solution to the class. The entire class will discuss just what they expect their over-all efforts to produce and how each group can help in reaching a satisfactory result. Each group will allocate its own work within its membership. If a particular group decides to answer the question, "How can the trade of the United States and Mexico be increased?" one child may consult his social studies text, another the encyclopedia, another available periodicals. Once sufficient material has been gathered together, compared, synthesized, and summarized, one member of the group may wish to construct a graph to illustrate the conclusion of the group's

findings; another may prepare an oral report; another may organize and explain a bulletin board of news clippings. When the group process really begins to function properly, the children will amaze even the most experienced teacher with their initiative and ingenuity.

There is more to be said in favor of the use of the group method than simply that through its use children learn to cooperate and work together. A child learns that a good memory is not sufficient equipment with which to solve a group problem. He must use his eye to read, his hand to write, his ear to listen, his tongue to discuss, and his imagination to invent. He

deepens his knowledge of a particular subject, not only from his own research, but because he shares in the discussion and summarization of his group's problem.

It should be remembered, of course, that no two classes will react alike to the initiation of the group method. Some classes may adjust very easily and quickly to this method of learning, while others may progress very slowly toward any satisfactory understanding. However, no social studies teacher should feel herself worthy of the name if she has not attempted to teach her children to work together profitably and happily as members of a social group.

PARLIAMENTARY PROCEDURE

(Continued from page 306)

tional instruction has to be given at this time; it is better to have the students experiment with the new concepts, to use them when they need them (or when they want to spring something on the chairman!). The teacher can rule, as class parliamentarian, as each question comes up. If the teacher wants to stress parliamentary procedure (for example in a class for student government participants) the same chart with the answers left blank can be used as a guide, and the students themselves can extract pertinent information from a standard reference work as a supplemental project. The elementary chart should be used first, the more detailed guide can be introduced after the class has a grasp of the fundamentals. The teacher should take the time to check the charts if a published text or guide is to be used by his classes. There may be small differences which, though they would not change the substance of the chart, would certainly want to be corrected before duplication for class use.

During the study of parliamentary procedure, the teacher should have available, if possible, one or two parliamentary guides and a reference work, such as *Learning Parliamentary Procedure*,³ which presents a good detailed discussion of all the rules and their applications, as well as complete bibliography of related works valuable as reference assignments for the more advanced students. If the school has funds available, it is desirable to have an actual parlia-

mentary guide for each student, to be used in conjunction with the more advanced chart. Motion pictures can also be used to complement the study, such as "Servant of the People,"⁴ which is a half-hour film visit to the English House of Commons. Early reference works or guides are very valuable sources of anecdotal material.

Parliamentary procedure is an important tool in modern American society. It must be learned, and the schools have an excellent opportunity to add this skill to the repertoire of their students with little sacrifice of other material. In so doing the teacher adds to the variety and interest of the class and utilizes another teaching method to better avoid monotony in the classroom. Parliamentary procedure can be overused, however. It will lose its luster and its effectiveness as it becomes too class-worn; but regular class sessions, particularly business and planning periods, will greatly profit the class in terms of developing important parliamentary skills in addition to its advantages as a teaching technique.

Parliamentary procedure belongs in the social studies program. As Frank W. Hackett said in his popular parliamentary guide which appeared in 1900, "In view of the drift that human nature invariably takes, are we not justified in the assertion that the earth moves, and that man seconds the motion?"⁵

³ Alice F. Sturgis. *Learning Parliamentary Procedure*. New York: McGraw-Hill Book Company, 1955.

⁴ Available from the British Information Service, Rockefeller Center, New York.

⁵ Frank W. Hackett. *The Gavel and the Mace*. New York: McClure, Phillips and Company, 1900.

NCA Foreign Relations Project

James M. Becker

ATTENTION to world affairs has become an inescapable obligation of the nation's secondary schools. If our young people are to assume the role of enlightened citizens they must come to grips with basic issues about America's role in world affairs. They must develop the habit of keeping informed about United States foreign policy. Educators seem to agree that the training of citizens who will have a continuing, informed, and balanced viewpoint on world affairs is a desirable objective for all secondary school social studies classes.

During the past two decades many educators have focused their attention on effective ways of teaching world affairs. A relatively small number of schools have done outstanding work in developing vital programs in international relations.¹ Despite the long-standing recognition of the need for improved programs in foreign relations education in the nation's secondary schools, much still needs to be done. There is a profound lack of satisfaction both with the approaches to and the content of the work being done in foreign relations education.²

Recognizing that the problem of stimulating the study of foreign relations on a national scale required a major effort including the development of materials and programs in close working relationship with social studies teachers, the North Central Association of Colleges and Secondary Schools approached the Ford Foundation in 1955 for funds to carry on an experimental program in the nation's secondary schools. In July, 1955, the Ford Foundation made a grant of \$125,000 for two years (renewing it for an additional two years in May, 1957 with a grant of \$250,000) to the North Central Association for the purpose of setting into motion the Foreign Relations Project which would pursue the following objectives: (1) To stimulate interest in

foreign affairs and understanding of global problems; (2) To develop better comprehension of basic American foreign policy problems; (3) To help develop ability to think critically about possible solutions of American foreign policy problems; (4) To develop techniques, methods, and habits which will help high school students develop and maintain interest in foreign affairs; (5) To develop accurate, complete, and objective materials which are interesting and comprehensible and which provide the necessary background for understanding current world problems.

As a first step in implementing these general objectives the North Central Association Committee responsible for the Foreign Relations Project sought to identify some of the problems involved in teaching international understanding. One of the factors beginners in this field find most confusing is the fact that the relations between government and the public are quite different from those involved in many domestic problems. For example, the framework of law and government within which domestic questions are resolved does not apply to international problems. The lack of universally defined and accepted rules to which all nations subscribe helps explain why relationships between nations consist of a series of conflicts and compromises. Among the factors which distinguish the conduct of foreign affairs from the conduct of domestic problems are the United States Constitutional provisions governing the handling of foreign affairs, the remoteness of private interests, the

¹ Howard R. Anderson, editor. *Approaches to an Understanding of World Affairs*. Twenty-fifth Yearbook. Washington, D.C.: National Council for the Social Studies, a department of the National Education Association, 1954. Chapter 17; Christian Arndt and Samuel Everett. *Teaching World Affairs in American Schools*. New York: Harper and Brothers, 1956; Ralph C. Preston. *Teaching World Understanding*. New York: Prentice-Hall, 1955.

² Leonard S. Kenworthy, editor. *International Understanding Through the Secondary School Curriculum*. Bulletin of the National Association of Secondary School Principals. Washington, D.C.: The Association, December 1956. Chapters 4 and 14; Department of State. *Foreign Policy and Some Implications for Education*. Bulletin No. 37. 944. July 29, 1957.

The director of the Foreign Relations Project prepared this report for *Social Education*. This project is being carried on by the North Central Association of Colleges and Secondary Schools with the aid of a generous grant from the Ford Foundation.

need for secrecy, and the modern weapons and methods of warfare.

The seeming remoteness of foreign relations from the immediate interests of private individuals, the plethora of current happenings which seem unrelated both to one another and to the events of yesterday, the terribly complicated dynamics of the interrelationships of our national goals, all tend to complicate basic problems leaving the casual newspaper and periodical readers with the firm conviction that there is no meaningful framework upon which to build understanding of current international problems.

The NCA Experimental Units sub-committee under the leadership of Bruce Guild, Superintendent of Schools, Iron Mountain, Michigan, decided that the logical place to start the activities of the Foreign Relations Project was in the preparation of reading materials which would provide a framework of basic ideas about international relations around which the reader might build further knowledge and deeper insights. The staff of the Project turned to the experts in the field of foreign relations for help. In only a remarkably few instances had specialists theretofore been asked to provide authoritative, accurate, and unbiased materials especially prepared for the secondary schools.

In the development of the booklets, the Foreign Relations Project staff has assumed that in order for the citizen to develop the skills needed to evaluate foreign policy intelligently and influence United States policy effectively he must be aware that: (1) There is a great diversity among the nations of the world in terms of religion, culture, education, society, and government; (2) the United States, although a great power, is not omnipotent; (3) the national security and our ideological values are not always in harmony, especially in the short run; (4) there is a direct relationship between the events which are happening today and those which occurred yesterday.

In the spring of 1956, two booklets, *Our American Foreign Policy* by E. Raymond Platig of the University of Denver and *Our Changing German Problems* by Harold Deutsch of the University of Minnesota, were published by Science Research Associates who had agreed to publish all materials on a cooperative, non-profit basis. The materials were reviewed by social studies teachers and a committee of specialists consisting of C. Easton Rothwell, Director of the Hoover Library at Stanford University; George Taylor, Director of the Russian and Far Eastern Institute at the University of Washington; and Kenneth Thomp-

son, former Professor of International Relations, Northwestern University. The booklets were given a thorough trial in 32 pilot schools. On the basis of the reviews made during this trial period the booklets were completely revised. During the 1956-57 academic year two new titles were published: *Chinese Dilemma* and *American Policy and the Soviet Challenge*. Scheduled for distribution in December, 1957, is *America's Role in the Middle East*.

The Foreign Relations Series booklets, a teacher's guide, supplementary bibliographies, and other materials were distributed to more than 500 schools, about 1200 teachers, and some 50,000 students during the 1956-57 academic year. Thirty-five regional conferences on foreign relations and evaluation sessions for participating teachers were held last year. The conferences provided an opportunity for participating teachers to demonstrate practical ways of incorporating the study of foreign relations into the existing curriculum. The meetings enabled teachers to discuss specific classroom activities which have proven successful.

During the academic years 1957-58 and 1958-59 an additional 1000 schools will be invited to participate in the Project. Regional conferences will be held for participating teachers and consultant help will be available to cooperating schools.

Throughout the past school year an assessment of teacher and student opinions of the materials has been made. Dr. Joe Park of Northwestern University, Miss Jean Fair of Evanston Township High School, and Mr. Eugene Berwanger of Maine Township High School served as advisors in developing a series of questionnaires. In addition to the questionnaires, interviews, class and teacher logs, and an analysis of class projects and assignments were used to gather evidence which supports the following conclusions: (1) The booklets are well suited for high school use; (2) the materials are especially useful at tenth, eleventh, and twelfth grade level and in courses in American History, World History, and Problems of Democracy; (3) about two and one-half weeks of class is needed adequately to study each booklet; (4) the framework of basic ideas about international relations which is emphasized in *Our American Foreign Policy* and elaborated in the other booklets helps the reader make sense out of the complex field of foreign affairs; (5) there is a real need for materials of this kind to serve as a basis for units of study in a wide variety of social studies courses.

In every step taken in the development of the program to date the Foreign Relations Project staff has had the benefit of the judgment, criticism, suggestions, and support of hundreds of social studies teachers, a large number of inter-

national relations experts, and many other educators. Their continued collaboration offers the best hope for further improvements and refinements in this program seeking to improve education for international understanding.

LAFAYETTE

(Continued from page 308)

added, also knew how to manage Lafayette and how to play on his pro-American sentiments. The future king gravely agreed that the Constitution of the United States was "the most perfect system that has ever existed. It is impossible to have been two years in America [as he had been] without being of that opinion." Then Louis Philippe pointed out that the existing situation made it venturesome to adopt the American System. Lafayette thereupon concurred with Louis Philippe and suggested that what the French nation really needed was "a popular throne, surrounded by republican institutions." Sensing an anomalous acceptance of what he himself desired, Louis Philippe gladly told Lafayette, "That is just what I think."

Thus again Lafayette, in his willingness to accept the "constitutional throne," demonstrated his practical side as a man who ostensibly symbolized complete acceptance of the American model for France. Lafayette's political credo in 1830, which he wanted "without confining France to the external forms of the United States systems or its governmental mechanism" also illustrated his ability to adapt to circumstances. He advocated such eminently practical reforms as the abolition of the hereditary peerage, improvements in local government, and the reduction in property qualifications for voting as well as guarantees for personal liberties.

Attempting to assess Lafayette's influence on his countrymen concerning the American experiment obviously presents certain problems. Yet, how can one baldly summarize the importance of a life that for almost six decades was so tightly interwoven with the history of his own country? If this were done, then how single out the peculiarly American strands of influence from the evaluation? We can agree with Charles X, who asserted that "there are only M. de Lafayette and I who have not changed since 1789." We can accept Sir Walter Scott's verdict that "He retains his old principles and attachments to his adopted country, but is inefficient as a public

man." But these conclusions explain little about Lafayette's undeniably great popularity in France and the part played by the inseparable American reputation which followed him.

No man can be expected to be a hero of even one world for over half a century. Hence, examining separately any of the elements which contributed to his popularity is risky. Since he was not a systematic thinker or writer, his image of America was always bent through the light of his own prismatic personality.

Lafayette was a romantic hero, tailor made, as it were, for France's romantic movements of the 1820's and 30's. The fact that he failed to mature politically was as much the fault of his followers as it was his own. They followed him, even during the Restoration and Revolutionary days of 1830, as the Young Hero who in their eyes had idealistically fought for American freedom. His admirers attributed to him the noble character of Washington, to whom Lafayette was devoted (and whom all of France had esteemed in his lifetime as they now revered his memory). Throughout an optimistic life he continually maintained "the cause of freedom must ultimately prevail," and, as we have seen, he actively interested himself in this cause. Yet the most successful phase of his career remained, actually and ideally, the Young Lafayette in the Young America. Too much was usually expected of Lafayette, and he himself did little to dispel this heroic notion. Mistakenly, as is so often the case, it was also assumed that the military man would also be a man of political action. Guizot, who certainly was no believer in Lafayette's aims and ideals, shared the universal respect for his shining character, which was sincere, generous, kind, and brave, and "consistent in its sentiment and ideas for humanity." Through him the image of America also emerged in strong moral colors. It is not difficult, therefore, to see Lafayette throughout this age, proclaiming no special constitutional items or reforms of American origin, but rather as the symbol of the New World's spirit of moral and ethical values.

¹ *Ibid.*, p. 342, 354; Vol. II, 116

Notes and News

Merrill F. Hartshorn

The Annual Meeting in Pittsburgh

The Thirty-Seventh Annual Meeting of the National Council for the Social Studies will be held at the Penn-Sheraton Hotel, Pittsburgh, Pennsylvania, November 27-30. The complete program, including reservation blanks for rooms, tours, special events and meals, will be mailed to all NCSS members in late October.

Plan *now* to attend this meeting of your professional organization. Meet with your fellow teachers to receive help and inspiration. Enjoy the warm hospitality and special events that are being planned for you by our host teachers in Pittsburgh. See the extensive exhibit of social studies teaching materials and become acquainted with new teaching aids of all kinds for social studies teachers. You will find this a real educational experience that you will look forward to repeating in years ahead. All social studies teachers are cordially invited to attend. Encourage your colleagues to attend with you and help contribute to the success of the meeting.

Jack Allen, program chairman, with the assistance of Howard H. Cummings, vice-president, has prepared a helpful, stimulating, and varied program based on the many suggestions he received from NCSS members. The program has been designed to meet the needs and interests of social studies teachers at all grade levels. Earl Dimmick, Superintendent of the Pittsburgh Public Schools and honorary chairman, James S. Snoke of the Allegheny County Schools and Paul Masoner of the University of Pittsburgh, co-chairmen, of the Local Arrangements Committee, together with Paul Dreibelbis of the Pittsburgh Public Schools who is acting as coordinator, are planning extensive arrangements that will add to the pleasure of your visit to Pittsburgh.

Pre-Convention Events

NCSS members will be welcomed at many schools in the Pittsburgh area on Monday and Tuesday, November 25 and 26. Various types of classes and suggested visits will be found in the printed program, together with instructions about making reservations for school visitation.

Wednesday, November 27

The first session of the NCSS House of Delegates, created last year by amendment to the NCSS Constitution, will convene on Wednesday, November 27, at 9 a.m. All councils certified as eligible for representation in the House of Delegates are urged to send a representative(s) to this meeting. As set forth in the constitutional amendment the purpose of the House is to advise and consult with the officers and Directors of the Council. This is an opportunity for local councils to make a real contribution to the well-being and growth of the National Council for the Social Studies through wider representation. Any council which has been certified should submit the name of its delegate(s) to NCSS headquarters immediately if this has not already been done. Then the delegate(s) can be properly accredited. For further information about the House of Delegates, see the February 1957 issue of *Social Education*, pages 79-81.

Two scheduled tours have been set up for Wednesday, November 27, for which reservations are requested. They include a visit to the U. S. Steel Corporation's Homestead Works on Wednesday morning and a tour of the Mellon Institute of Industrial Research on Wednesday afternoon.

Arrangements for visits to other points of interest in the Pittsburgh area will be listed in detail in the program booklet.

Thursday, November 28

Registration will open at 10 a.m. on the Seventeenth Floor of the Penn-Sheraton Hotel. At the same time, the extensive exhibit of educational materials adjacent to the registration area will open. Leading publishers of a wide variety of social studies materials and teaching aids will be represented in the exhibit.

From 9 a.m. to 12 noon meetings of various committees are scheduled, and most of these committees will hold further sessions in the afternoon. Most of the afternoon committee sessions are open and members are urged to attend.

From 9 to 12 noon and again from 1 to 4 p.m.

a scenic tour of Pittsburgh has been planned by the Special Tours Committee. Also scheduled for the afternoon is a tour of Buhl Planetarium.

The Local Arrangements Reception Committee has planned a gala reception for 4 p.m. welcoming the meeting attendants to Pittsburgh. An opportunity will be provided for those present to become acquainted with each other, the NCSS officers, and the teachers of Pittsburgh.

The opening general session will be held at 8 p.m. with President William H. Cartwright presiding. Edgar B. Wesley, NEA Centennial Historian, will introduce NEA President Lyman Ginger of the University of Kentucky who will speak on *The NEA and the New Look*.

Friday, November 29

From 7:30 to 8:45 a.m. two breakfast meetings are scheduled: for officers and members of local, state, and regional social studies councils; and for editors of social studies publications.

From 9 to 10 a.m. a general session is scheduled with a report on "Concepts and Values in the Social Studies Curriculum." This general session is to be followed on Friday afternoon by five section meetings, set up by grade levels from the kindergarten through junior college, that will be devoted to discussion growing out of the morning general session on concepts and values.

Business Meeting. At 10:15 the NCSS Annual Business meeting will be held. The meeting will be devoted to various aspects of the functioning of NCSS, with reports from the Executive Secretary, Editor of *Social Education*, and the Board of Directors as well as the report from the newly-created House of Delegates. Another important feature of the Business Meeting is the election of officers for 1958.

Friday luncheon meetings, scheduled from 12:30 to 2:15 p.m. will be joint sessions with the various learned societies. Joining with the NCSS are the Mississippi Valley Historical Association in a session on "Religious Freedom Tested through Three Centuries," American Economic Association on "Political (Repeat Political) Economics," the American Historical Association on "Great Britain Today: Low-Pressure Politics," the American Geographical Society on "Social Science and the Role of Geography," the American Association for State and Local History on "Local History—A New View of the Past," the Middle States Council for the Social Studies on "Schooling Around the World: An Eisenhower Fellow's Educational Adventures," the American Political Science Association on "... But Nothing

Has Happened," and the American Sociological Society on "Social Psychological Theory of Classroom Learning."

Friday afternoon section meetings are planned to commence at 2:30 and end at 4:30 p.m. In addition to the five meetings on concepts and values (kindergarten through grade 3, grades 4 through 6, junior high school, senior high school, and junior college), are meetings on "Safety Education in the Social Studies Curriculum," "Conservation," "American History," and "Citizenship Education."

The Banquet (dress optional) will be held at 7:30 p.m. with NCSS Past President, Stanley E. Dimond of the University of Michigan as toastmaster. The speaker will be Harold Benjamin, Director of the Connecticut Study of the Role of Public Education, on the topic "How Good Should Our Schools Be?"

Saturday, November 30

From 7:45 to 9:15 a.m. breakfast meetings have been scheduled by the Pennsylvania, Illinois, Connecticut, and West Virginia Councils for the Social Studies.

Saturday morning section meetings from 9:30 to 11:30 a.m. include the following: "Measuring the Development of Important Social Studies Outcomes," "Social Studies at the College Level: Teaching Methods," "What Shall We Teach in the Junior High School Social Studies?" "Urban Growth and Redevelopment," "Materials for Better Teaching and Learning of World History," "Reports on Research in Social Studies," "History and Geography in the Elementary School," and "Teaching About Communism."

The Fifth General Session will be a luncheon scheduled from 12 to 2 p.m. Presiding will be Fremont P. Wirth of George Peabody College for Teachers. The 28th Yearbook of the National Council for the Social Studies will be introduced by its editor Roy A. Price. In addition the Council's President William H. Cartwright will present his Presidential Address "The Social Studies: Scholarship and Pedagogy."

There will be eight section meetings during Saturday afternoon from 2:30 to 4 p.m. The topics for these meetings are "English-Social Studies Correlation," "Do Teachers Encourage Critical Thinking Through Discussion of Current Affairs?" "The Use of Maps and Globes," "Teaching About Asia," "The School in the Community," "Economic Education in the Social Studies Program," "Child Growth and Development," and "Issues in Teacher Education."

General Information

Hotel: Room reservations should be made directly with the Penn-Sheraton Hotel. Rates for rooms at the Penn-Sheraton are: Single \$8 to \$11; double \$12.50 to \$14; twin \$13.50 to \$19.50; parlor, twin bedroom and bath, \$25 to \$35; and parlor, two twin bedrooms and bath \$46.50 to \$50. There is a good supply of rooms at the medium price in each group and it is suggested that you ask for a room at the lowest available rate. In writing to the hotel for your room reservation, be sure to mention that you are planning to attend the NCSS meeting.

Advance Reservations with remittance enclosed should be made for all meal events and the tours. Prices are \$6.50 for the banquet, \$3.60 for luncheons, and \$2.40 for breakfasts, tax and tip included. Reservation blanks for all these events will be mailed with the program to NCSS members.

Registration. Everyone who attends the Thirty-Seventh Annual Meeting is asked to register. Advance payment of the registration fee may be made at the time reservations are sent in for meals and special events. Advance registration will facilitate and speed your registration; your badge will be all ready for you to pick up at the registration desk. Registration fee is \$2 for NCSS members and \$3 for non-members. College students, certified as such by their instructor, will be registered without charge.

Exhibits. The exhibits have always been one of the most highly rated features of the meeting. Practically all companies producing materials—textbooks, maps and globes, charts, audio-visual aids—used in social studies classrooms, will have their materials on display. It will be the largest and most complete collection of social studies materials assembled anywhere this year. You will certainly want to take advantage of this opportunity.

Nominations for NCSS Officers for 1958

Once more it is time for the membership of the National Council for the Social Studies to be thinking about the election of officers and directors to take place in November in Pittsburgh.

The following criteria should be kept in mind for the selection of nominees:

1. Any nominee for the office of Vice-President should have served as a member of the Board of Directors for at least one year prior to his nomination.

2. No person shall be nominated for the office of Vice-President who resides in the state where the annual meeting is being held, or in any contiguous state.
3. The nominees for the office of Vice-President should have demonstrated leadership in the activities of the National Council for the Social Studies.

It has also been stated that no criteria, other than membership, should be established for positions on the Board of Directors, since this should be a testing ground for leadership.

It is requested that members of the National Council indicate to any one of the members of the Nominations Committee the names of members of the National Council who are, in their opinion, qualified to render distinguished service either as a member of the Board of Directors or as Vice-President. Be sure to include the following information about suggested nominees: (1) name and address; (2) educational position; (3) contributions to the work of NCSS and its affiliates; and (4) contributions to the field of social studies in general.

Suggestions should be made as soon as possible, certainly before the first of November. The officers to be elected at the annual meeting in Pittsburgh are President, President-Elect, Vice-President, and three members of the Board of Directors for a three-year term.

Send your nominations to any one of the following members of the Nominations Committee: Ethel Ray, 28 South 20 Street, Terre Haute, Indiana; Julian C. Aldrich, School of Education, New York University; Julia Emery, Wichita High School East, Wichita, Kansas; Lavone A. Hanna, San Francisco State College, San Francisco, California; William D. Metz, University of Rhode Island, Kingston, Rhode Island; or Myrtle Roberts, Woodrow Wilson High School, Dallas 14, Texas.

Texas

Various councils in Texas served as host to George B. Carson, Jr., Director of the AHA's Service Center for History Teachers, when he visited the Lone Star State in February on a speaking tour sponsored by the National Council for the Social Studies. Dr. Carson visited Stephen F. Austin State College in Nacogdoches, and went on from there to meet with the Port Arthur Council, the Sabine Council, and the Dallas District Council.

The Texas Council sponsored its Fifth Annual Conference at Southwest Texas State Teachers

College at San Marcos June 24-25. Cooperating with the TCSS in the program were the AHA Service Center for History Teachers, the Texas Education Agency, the Department of History of the University of Texas, and the Division of Social Sciences of Southwest Texas State Teachers College. The meeting featured several general assemblies, group discussions and a barbecue picnic. In addition to the TCSS officers, the Hospitality Committee for the San Marcos Conference included Lela Crossett, Amarillo; Eva Jeffries, Childress; Antoinette Miller, Houston; Florence Heinrich, Beaumont; Johnnie McCaughan, San Antonio; Anna duPerier, Beaumont; Edna H. Dillard, Waco; Mrs. Leon Talliaferro, San Antonio; Minnie Knispel, San Marcos; Myrna Agerton, Fort Worth and Laura Snow, Austin.

M.R.

Minnesota

The spring conference and annual meeting of the Minnesota Council for the Social Studies were held at the Dyckman Hotel in Minneapolis on Friday and Saturday, April 26 and 27. Meetings were geared to the teaching of history. Speakers included Professors Herbert Heaton, Clark Chambers, Emma Birkmaier, Jan O. M. Broeck of the University of Minnesota and Dr. Grace Nute of Hamlin University. Panel discussions of techniques and materials for courses in the new Minnesota Guide for Social Studies were held at each grade level.

F.A.

Florida

A state-wide social studies clinic will be held at the Hotel Angebilt in Orlando, November 8-9. Sponsored by the Florida Council for the Social Studies, the Orange County Council for the Social Studies, The Florida State University, The University of Florida, and the General Extension Division, the clinic will feature John H. Haefner, NCSS past president who is serving as consultant, and faculty members from the universities and leaders in social studies education in Florida.

The clinic will open with an opportunity to visit Orange County Schools on Friday, November 8. The first general session in the evening will feature an address by Dr. Haefner and a social hour.

Saturday morning sessions will include a series of subject-area group meetings and a series of special topic group meetings. After luncheon a general session will summarize the work of the clinic.

J.R.S.

New Councils

Two new state councils have formally organized during the past year—the Ohio Council for the Social Studies and the Michigan Council for the Social Studies. The Ohio Council held its meeting at Ohio State University May 4. In addition to electing Harris L. Dante, Kent, President; Margaret Felsing, Athens, President-Elect; Kennard Goodman, Cleveland, Secretary; and Edna Tefft, Norwood, Treasurer; Council members heard Senator Frank King of the Ohio General Assembly speak on legislation affecting the social studies. After a luncheon and the business meeting the group divided into four discussion groups. The closing session was an evaluation of the conference.

T.H., H.L.D.

At its initial meeting in March, the Michigan Council presented three addresses: "Issues in the Social Studies" by Stanley E. Dimond of the University of Michigan; "Practicing Democracy in the Classroom" by George Mills of Dearborn; and "Economics in the Social Studies" by Leland Traywick of Michigan State University. At the afternoon business session, a constitution was adopted and temporary officers selected.

The Michigan Council elected its permanent officers by mail ballot. Chosen were: President, Walter Fiebig, Kalamazoo; President-Elect, Vernon Potts, Battle Creek; Corresponding Secretary, Leila Scott; Recording Secretary, Rae Kehoe, Ann Arbor; and Treasurer, Esther Zander, Detroit.

S.D.

Georgia

The Georgia Council for the Social Studies and the Atlanta Area Council for the Social Studies cooperated during the spring in a breakfast meeting for social studies teachers and for teachers of other subjects. Active in promoting this get-together were Glenn Sisk, Georgia Institute of Technology, and Alfred Hilderbrand, Atlanta Public Schools.

G.H.S.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your items as early as possible to Merrill F. Hartshorn, NCSS, 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: Myrtle Roberts, Frances Anderson, J. R. Skretting, Talitha Herold, Harris L. Dante, Stanley Dimond, and George H. Slappey.

Pamphlets and Government Publications

Manson Van B. Jennings

Economic Problems

It seems reasonably safe to say that Social Security is here to stay. It is no longer a question of whether to retain our federal Social Security Program, but rather a question of how it shall be paid for, how generous its benefits shall be, and how comprehensive its coverage shall become. And the day may not be too far off when virtually all employed persons will be identified by Social Security numbers as well as their names. Since the vast majority of our high school students will directly or indirectly participate in the Social Security Program, it seems logical that this is one subject that must be considered with some care in the social studies curriculum.

The Social Security Administration (U.S. Department of Health, Education, and Welfare, Washington 25) and its regional offices have some free materials for distribution to those who request them. Others of its publications, such as the titles cited below that can be acquired only by purchase, should be obtained from the U.S. Government Printing Office, Washington 25.

Anyone beginning a collection of materials on this subject would be well advised to begin with a bibliography prepared by the Social Studies Administration: *Basic Readings in Social Security* (144 p. 50 cents). This should serve as an excellent guide to books, pamphlets, articles, and current periodical sources on the Social Security Act and the programs administered under the act, including references to social welfare, social insurance, and other related programs.

Not for casual reading, *Compilation of the Social Security Laws* (351 p. \$1) presents the text of the Social Security Act as amended through December 31, 1956.

After a review of the meaning of social security, *A Brief Explanation of the Social Security Act* (46 p. 10 cents) summarizes the provisions of the act in four sections: unemployment insurance, old-age and survivors insurance, public assistance, and services for children. Sold with a discount for quantity orders (\$5.50 per 100 copies), this up-to-date pamphlet makes a useful supplement to textbook presentations.

What Social Security Means to Women (25 p.

15 cents) was written specifically for the convenience of the millions of women who have a stake in the Social Security Program, either through their own earnings or those of members of their families.

Economic Problems of Natural Resource Use (Joint Council on Economic Education, 2 West 46th St., New York 36: 64 p. \$1.25) is a resource unit for students and teachers written by William H. Stead, with a study guide prepared by George L. Ferish. Generously illustrated with maps, charts and graphs, this pamphlet emphasizes the great need for public understanding of the urgency and complexity of our resource problem. Without intelligent action from government, business, and individual citizens, insists the author, "What we face is a threat of slowly fading supplies which, if not compensated for, can raise costs to the point where the increases in our standard of living will be brought to a halt."

On the Water Front (League of Women Voters, 1026 17th St., N.W., Washington 6: 20 p. 25 cents) is an attractive, informative, illustrated pamphlet that presents an introduction to the problems involved in water resource development, problems that are becoming increasingly critical in many parts of the United States.

Intercultural Relations

Books are Bridges (Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22: 64 p. 25 cents) is an annotated listing of books recommended for children and is jointly sponsored by the League and the American Friends Service Committee. Titles are organized by age level: kindergarten, primary, and junior-junior high. The final three pages review resources for adults.

For several years the Anti-Defamation League has been sponsoring the Freedom Pamphlets series. One of these pamphlets originally published in 1949, *Modern Education and Better Human Relations* (22 p. 35 cents) by William H. Kilpatrick, has recently been revised. It includes a discussion of modern and traditional education and outlines a program for building democratic human relations.

A recent addition to the Freedom Pamphlets is *Miracle of Social Adjustment: Desegregation in the Washington, D.C. Schools* (70 p. 35 cents) by Carl F. Hansen. After relating in detail the story of desegregation in the nation's capital, the author concludes, "The big fear, that integration will impair the education of some children in the community, is rapidly yielding to the concentrated drive to effectuate the big solution."

For Mature Students

The Annals of the American Academy of Political and Social Science are published bi-monthly, each issue being devoted to a series of scholarly articles on a given subject; at the end of each issue is the excellent "Book Department" which reviews recent publications of interest to students of the social sciences. *The Annals* are published bi-monthly and are sent free to all members, for whom annual membership is \$7. Individual copies may be purchased by non-members for \$2. Applications for membership, as well as orders for copies of *The Annals* should be mailed to the Academy at 3937 Chestnut St., Philadelphia 4.

The March 1957 issue is devoted to *Current Issues in International Labor Relations*, and includes articles not only on the international aspects of labor relations, but also on the labor picture in countries such as England, Germany, France, Italy, Sweden, The Netherlands, and several of the underdeveloped countries of the world.

The May 1957 issue is concerned with *American Indians and American Life*, a subject of no little importance in contemporary America, but nevertheless one that probably qualifies all too well as a neglected area.

The July 1957 issue of *The Annals* considers *The Future of the Western Alliance*. Articles in this issue give attention not only to basic political and military issues but to economic factors as well.

At this writing, Rinehart and Company (232 Madison Ave., New York 16) has released three of its new series of pamphlets on Source Problems in World Civilization, and four others should be released in the near future. Based on primary source materials, these pamphlets present various points of view with regard to a central question of interpretation.

Titles in the Rinehart SPWC series thus far received are: *Calvinism: Authoritarian or Democratic?* (25 p. 50 cents); *Hammurapi's Code: Quaint or Forward-Looking?* (28 p. 50 cents);

The Ottoman Empire: Was It the Sick Man of Europe? (60 p. 75 cents). Subsequent publications will deal with *Napoleon*, *China's Cultural Tradition*, *Darwinism*, and *Soviet Economic Progress*.

A report published by the National Planning Association (1606 New Hampshire Ave., N.W., Washington 9), *Depressed Industrial Areas—A National Problem* (67 p. \$1.50) covers both the broad problem of persistent local unemployment in the midst of prosperity, and case studies of many of the affected areas.

Miscellaneous Materials

A little over two years ago, the North Central Association of Colleges and Secondary Schools received a grant from the Ford Foundation for the development of an experimental program in foreign relations education for secondary schools.¹ One outcome of this program has been the publication of a Foreign Relations series of pamphlets that are now released for general sale. These pamphlets have been tested in the classroom before publication and sell individually for 50 cents per copy, or for 45 cents per copy for classroom use and may be purchased from Science Research Associates (57 West Grand Ave., Chicago 10). Carefully edited, well illustrated, and replete with study aids and suggestions for additional reading, the titles thus far available are: *Our Changing German Problems* (64 p.), *Our American Foreign Policy* (75 p.), *American Policy and the Soviet Challenge* (64 p.), *Chinese Dilemma* (64 p.). *America's Role in the Middle East* is scheduled for early publication.

The American Textbook Publishers Institute (P.O. Box 133, G.P.O., New York 1) makes available without charge *The Encyclopedia: A Key to Effective Teaching* (42 p.), a booklet that contains many ideas for the use of the encyclopedia in schools at all grade levels.

A Bibliography on Worthy Home Membership and Family Living (Bureau of Curriculum Research, New York City Board of Education, 130 West 55th St., New York 19; 32 p. 15 cents) contains general reading references for teachers, book lists for student use, pamphlets for parents and teachers, and a comprehensive list of audio-visual aids. Also included are brief accounts of family life programs in other cities, and reports of selected work in family life education in New York City schools.

¹ A report by the director of the project appears on pages 316-318 of this issue of *Social Education*.

Sight and Sound in Social Studies

William H. Hartley

The French Revolution. 16 minutes. Sale: black-and-white, \$82.50; color, \$150. Coronet Films, 65 E. South Water St., Chicago 1.

This is the first in a series of "educational spectaculars" planned by Coronet Films. It is characterized by large scale production, dramatic elements, and an exciting portrayal of an outstanding event in history. Dr. Leo Gershoy, Professor of History at New York University and educational collaborator on the film, calls this motion picture one of the "very first attempts to depict the French Revolution in its true light . . . not as a movement of great violence but one that brought the people of France, through an orderly sequence of events, to the establishment of the significant constitutional government."

Filmed on location in France, *The French Revolution* will please all those who have wanted more striking and educationally effective films for classroom use. It presents a balanced interpretation and succinct overview of the causes, action, and results of this significant event in European history. Authentic sites, paintings, and re-enactments of dramatic highlights are among the materials selected to present the absorbing story of this period.

The story is told through the reactions of M. Roget, a lawyer and deputy of the Third Estate. As he travels to Versailles in 1785 he sees the plight of the peasants. He thinks of the abuses of government and reviews in his mind the classes of French society, and the system of government under the king. Arriving at the seat of government he and the other deputies are welcomed by Louis XVI. After two months in which the estates deliberate separately, the Third Estate declares itself a National Assembly and vows to write a constitution.

The people of Paris attack the Bastille. Violence spreads. The Assembly moves to Paris and draws up the Declaration of the Rights of Man. Austria and Prussia invade France in 1792. A republic is declared. The radicals take over the government and the King is executed. A reign of terror sets in. Then in 1795 there is a last uprising in Paris and M. Roget wonders if he has seen the last attempt to overthrow the republic.

He wonders, too, about all that has been achieved and how future generations would approve these achievements.

The French Revolution is interesting, exciting, a good story, but best of all it is good history. It makes clear the chain of events from 1789 to 1795. One event leads logically into the next. Time is taken to show that many factors influence action, and that the economic, social, and political aspects of the country are closely interwoven. It is not a simple story, and this film does not try to oversimplify the events. Students will be challenged by the presentation and they will receive from it a solid background of understanding which will help them to discuss and to read history more intelligently.

Motion Pictures

Coronet Films, Coronet Building, Chicago 1

Audubon and the Birds of America. 16 minutes; sale: black-and-white, \$82.50; color, \$150. Highlights the man's youthful beginnings, his years of struggle, and his final triumphs. Dozens of beautiful bird drawings are presented in the film. Should be seen in color for maximum effectiveness.

The Napoleonic Era. 13½ minutes; sale: black-and-white, \$68.75; color, \$125. An overview of the period in which Napoleon dominated the European scene. Beginning with the insurrection of 1795, the story of this turbulent period is presented through the eyes of a soldier who lived and fought under Napoleon. The film employs authentic locales and careful re-enactments with telling effect.

Boy of Renaissance Italy. 13½ minutes; sale: black-and-white, \$68.75; color, \$125. Intimate glimpses into life during the Renaissance are provided in this rich film photographed in Florence, Italy. Through the story of young Nicolo, an apprentice artist of 1500, we see rich merchants, peasants, soldiers, artists, and teachers. The spirit of the times is well pictured in original scenes of great beauty.

Ireland: The Land and the People. 11 minutes; sale: black-and-white, \$55; color, \$100. A journey through Ireland, including scenes of cattle and sheep raising, peat digging, and farming. We are introduced to new industrial developments in a land traditionally agricultural.

Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois.

Argentina. 16 minutes; sale: black-and-white, \$75; color, \$150. A second edition of a film illustrating rural and urban life in Argentina. Contrasts the rich agri-

cultural area of the pampas with the industrial, business, and shipping area of Buenos Aires. Designed for upper middle grades and junior high school geography and social studies classes.

Sir Francis Drake. 29 minutes; sale: black-and-white \$150. A dramatization of Drake's foray against the Spanish treasure fleets and his circumnavigation of the globe. Leads up to the war with Spain. Well played and an effective historical drama.

The Midnight Ride of Paul Revere. 11 minutes; sale: black-and-white, \$50; color, \$100. An exciting, historically accurate account of Paul Revere's part in the opening days of the Revolution. Good motivation for historical study.

Modern Talking Picture Service, Inc. 3 East 54th St., New York 22.

Partners in Progress. 19 minutes; free loan. How an American retailing corporation is expanding into Latin American countries. Illustrates the mutual responsibilities of the United States company and the host countries. Sponsored by Sears Roebuck and Company.

Your Share in Tomorrow. 27 minutes; color; free loan. Explains stock transactions, the function of brokers, and how everyone can share in America's future.

Pat Dowling Pictures, 1056 S. Robertson Blvd., Los Angeles 35.

Life in Haiti. 17 minutes; sale \$160. Daily life and work of people in this Caribbean republic. Scenes include cooking, marketing, building a home, grinding casava, music, schools, and group activities.

Text-Film Department, McGraw-Hill Book Company, 330 West 42nd St., New York.

The True Story of the Civil War. 33 minutes; sale, \$150. Made up entirely of Matthew Brady's photographs, newspaper cartoons, and headlines from the war years, this film takes its viewers back in time to survey the causes of the war, its battles, its leaders, and its effect upon the nation. Narrated by Raymond Massey, this film brilliantly documents the crucial Civil War period.

Immigration Quotas—Are They Fair? 27 minutes; sale, \$125. An Edward R. Murrow "See It Now" program, this film contains an explanation of the McCarran-Walters Act by Representative Francis Walter. Objections to the law are voiced by Archbishop Cushing of Boston, Rabbi Israel Goldstein, and Senator Herbert Lehman.

Our Changing Family Life. 22 minutes; sale, \$125. A farm family of 1880 is shown as a closely integrated unit—economically, culturally, and emotionally. Since 1880, industrial expansion, the growth of cities and the political and economic emancipation of women have radically changed the traditional pattern of family life. We see how the farm family has become less important as an economic and social unit, how the roles of husband and wife in the urban family have shifted, and how the companionship of marriage has become even more important in today's impersonal urban society.

The Age of Specialization. 13 minutes; sale, \$75. In a country store in 1900 four men, a farmer, a shoemaker, a store owner, and a country doctor speculate about changes the new century will bring in their occupations. We see the subsequent technological changes in production, communications, and transportation which created

radical economic changes requiring a greatly increased specialization of skills. The contrast between the multitude of new specialists and machines to do today what each of these four men did in 1900 is vividly drawn.

Walt Disney Productions, Educational Film Division, 477 Madison Ave., New York 22.

Nature's Half Acre. 30 minutes; color; sale, \$300. The engrossing nature drama depicts the continuity of life in birds, plants, and insects through the four seasons.

History of Aviation. 20 minutes; color; sale, \$200. An authentic documentary tracing the growth of the airplane.

A World Is Born. 20 minutes; color; sale, \$200. The biography of the first two billion years of our planet, earth. This is a narrative interpretation of "The Rite of Spring" sequence from "Fantasia."

Filmstrips

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.

The Northwestern States. A series of 6 filmstrips in color; sale, \$36 per set, or \$6 each. Provides a complete physical and human geographical survey of the Northwestern region made up of the states of North Dakota, South Dakota, Nebraska, Kansas, Montana, Wyoming, Colorado, Idaho, and Utah. Titles are: "Natural Environment," "People and Their History," "Agriculture," "Industry," "Commerce," "Life and Culture."

Middle East and India. Series of six filmstrips in color; sale, \$36 per set, or \$6 each. Produced by Clarence W. Sorensen, Illinois State University. Titles are: "Bombay, Gateway to India," "Village in India," "Pakistan, East and West," "Along the Rivers of Iraq," "Mountains and Desert in Syria," "Village and City in Turkey."

South America—Along the Andes. Series of six filmstrips in color; sale, \$36 per set, or \$6 each. Suitable for middle grades and junior high school geography. Titles are: "The New Venezuela," "Mountain Farmers of Colombia," "Along the Equator in Ecuador," "Inca Lands in Peru," "Highland People of Bolivia," "Pan-American Highway."

South America—Eastern and Southern Lands. Set of six filmstrips in color; sale, \$36 per set, or \$6 each. Titles are: "Farmers in Argentina," "Ranch and City in Uruguay," "People of Paraguay," "Desert to Forest in Chile," "Amazon Village," "New Coffee Lands in Brazil."

Household Finance Corporation, Prudential Plaza, Chicago 1.

Your Money's Worth in Shopping. Free loan. Ways of achieving goals through mastery of good shopping techniques.

How to Use Consumer Credit. Free loan. Dramatization of the importance of credit to family and national economy.

The Jam Handy Organization, 2821 East Grand Blvd., Detroit 11.

The Battle for Liberty. Set of seven filmstrips in full color with sound provided by seven 33 1/3 rpm recordings; sale, \$69.50 per set of filmstrips and records. Titles are: "The Challenge" (basic views of freedom), "Freedom in Civics" (political practices of a free society), "Freedom in

the Social Order" (how a hard core of Communist leaders enforces a doctrine of rigid social order), "Freedom in Education," "Freedom in Religion," "Freedom in Law and Order," "Freedom in Economic Order" (competition versus communal organization).

Maps

A fascinating and highly useful Pictorial Relief Map of North America has recently been published by the A. J. Nystrom Company, 3333 N. Elston Ave., Chicago 18. Authored by Thomas Barton, Professor of Geography at the University of Indiana, this map features realistic relief details showing the major surface features of the continent in perspective. The brilliant, merging colors give the map good classroom visibility and the large size, 44 by 65 inches, make it a valuable group teaching device. At the bottom of the map is a profile diagram which adds clarity and meaning to the topographical symbols on the map. Insets show the annual rainfall, distribution of people, and land utilization. Mounted on a spring roller, this map sells for \$18.50. It is also available in a number of other mountings.

Classroom Pictures

Realistic Visual Aids (Highland, California) offers a set of teaching pictures entitled "Across Early America." Here is a portfolio of original photographs depicting the graphic story of the men and women who came to a new world to seek a new life and pushed back the wilderness to found a great nation. Twenty-four pictures trace the voyage of the *Mayflower*, the settlement of the colonies, the movement westward, and the building of homes in the wilderness. The pictures are 11 by 14 inches, printed on three-ply poster-board, complete with "visualized captions," and packaged in a sturdy envelope for easy filing. The set of pictures sells for \$2.98.

Of All Things

The British Information Services which formerly distributed their films from 45 Rockefeller Plaza, New York 20, have announced that arrangements have been completed under which Contemporary Films, Inc. (13 East 37th St., New York) have been appointed official United States distributors of all 16 mm prints of B.I.S. films. Write to the latter address for a complete list of available films.

The Fund for the Advancement of Education has advanced the sum of \$986,000 on a matching dollar basis to aid local school authorities to begin regular classroom instruction over television. Eight cities will take part in the program. They

are Atlanta, Cincinnati, Detroit, Miami, Norfolk, Oklahoma City, Philadelphia, and Wichita. This National Program in the Use of Television in the Public Schools is to be coordinated by Alexander J. Stoddard.

According to a recent survey 21 educational television stations are now on the air. The average number of program hours per station in 1957 was 37, ranging from Denver's 12½ hours to Pittsburgh's 72 hours and 10 minutes. About 58 percent of the programs are "live" and the remainder are on film or kinescope. The number of in-school programs increased 59 percent, while after-school programs increased by 49 percent.

Write to the United Fruit Company (Educational Service Department, Mt. Vernon, New York) for a catalog of free educational material and a full-color wall chart of Middle America.

The Kraft Coin Offer (Box 43, Brooklyn 1, New York) will send teachers a world map with insert spaces for 35 foreign coins. The map and the coins cost \$1.00.

A map of "Coal Areas in the United States" is free from the Educational Section, National Coal Association, Southern Building, Washington 5, D.C.

Records

Enrichment Materials, Inc. (246 Fifth Ave., New York 1) announces the release of four new releases in their Enrichment Records series. Based on the Landmark Books of the same titles, the records are "John Paul Jones," "D-Day: Invasion of Europe," "The Erie Canal," and "The First Overland Mail." Each record is an exciting dramatization with professional actors, authentic information and realistic sound effects. The price for the records is \$3.96 for two dramatizations on each 33⅓ rpm pressing.

Helpful Articles

Corwell, Marion E. "Bringing Living American History to The classroom." *Educational Screen* 36:284-285, 291. June, 1957. A description of a television program called "Window to the Past" broadcast from the Henry Ford Museum at Greenfield Village.

Heltibridge, M. E. "Feeling Is Learning." *Grade Teacher* 75:40, 141. October, 1957. The young child must explore with his hands in order to learn about the world around him.

Meyer, Alberta L. "Television, Radio, Films—Barrier or Challenge?" *Childhood Education* 34:17-21, September, 1957. Plea for the use of mass media to support older forms of communication.

Page, J. L. and Scott, D. "Forty Films for Teaching Teachers." *Audio-Visual Instruction* 2:180-182. June, 1957. The films listed here deal largely with instruction in audio-visual materials and methods.

Notes on Books

Focus: World Affairs

Edward T. Ladd

Two Books for the Department Library

GEOGRAPHY: BACKGROUNDS, TECHNIQUES AND PROSPECTS. By Henry J. Warman. Worcester, Massachusetts: Clark University Press, 1954. 160 p. \$2.50.

Social Studies teachers with little or no formal training in the field of geography will find this relatively brief book of specific aid. When your class takes a field trip do you encourage the development of geographic concepts along with the historical and economic? Professor Warman's discussion of field trips specifically lists in outline form the geographic elements present for study in the field. When you construct your tests in the social studies are you satisfied with your measurement of concepts in the geography of the area or country being studied? This book is rich in ideas and examples for test items which can be incorporated within your social studies unit.

Somewhat unusual is the fact that there are three separate bibliographies presented. The suggested geography teacher's bookshelf in Chapter III is organized under sub-headings, which furnish suggestions for expanding a school's professional library in geographic materials.

Chapter IV entitled "Opportunities in Geography" contains an extensive bibliography on careers in the field of geography which should interest the guidance counselors of your school as well as the social studies teachers who also serve as counselors.

Other areas presented in this interesting volume include practical suggestions for socialized recitations, better use of textbooks, work with maps and globes, oral presentation of geographic material and the evolution of geographic knowledge and geographic fields.

This volume deserves a place on your bookshelf or on the shelf of your school's professional library next to the 19th Yearbook of the N.C.S.S., *Geographic Approaches to Social Education*.

Department of Geography
University of Texas

LORRIN KENNAMER

THE TEACHING OF GEOGRAPHY. By G. H. Gopsill. New York: St. Martin's Press, 1956. 316 p. \$5.00.

While Mr. Gopsill has not undertaken to present "new" ideas in geography teaching, it is more than likely that any geography teacher will discover at least a few pointers in this well-organized and adequately illustrated book. The author has made good use of his own teaching experiences and of contributions by many others, as suggested by a substantial bibliography at the end of each chapter. Practical suggestions, methods, and procedures are correlated with sound educational knowledge, and offered together with warnings of possible pitfalls and emphasis upon teacher initiative. The fact that the book was written for British teachers by a British educator, a Lecturer in Education at the University of Nottingham, should not detract seriously from its potential value to American teachers. In truth, the underlying emphasis upon cultural and intellectual development is refreshing.

Following an introductory chapter on the nature and scope of geography in the school, the reader finds a progression of learning activities handled in non-dogmatic fashion. Children's first year in school, for example, is treated as the time to "... *open their eyes*, to see that the neighbourhood will disclose a wealth of interesting matter if only they know how to look for it." From here studies become increasingly complex and mature through our senior high school level. Within this section considerable attention is devoted to work with maps for purposes of spatial orientation and the visualizing of geographical relationships. Activities range from drawing simple maps of the classroom, school, community, etc., to elementary plotting of information on maps and the interpreting of human-environmental relationships from maps plus pictures and written materials.

A section on "Principles of Geography Teaching" deals with classroom activities, the nature, use, and evaluation of assignments, and several useful "informal" methods. In the latter category

To help you make your map teaching exciting and effective . . .

Rand McNally presents

the new Merged Relief Maps

Now your students will be able to see the contours of the land on which the drama of social studies takes place! By the skillful blending of layer-tints, mountains and the general slope of the land emerge in relief-type pattern. The physical coloring is retained for learnings the student should have in order to interpret maps, while the political symbols stand out clearly. The result is a series of vivid maps which is part of the famous Rand McNally Graded Map and Globe Program. These are the kind of cartographic materials you and your students deserve and need.

The Rand McNally Map and Globe Survey Program, a service offered to schools without cost, can help place these maps in your school.

For further details, please write

RAND McNALLY & COMPANY • P. O. Box 7600 • Chicago 80, Illinois

*Remember . . . YOUR Rand McNally Field Representative
is a professional map and globe consultant.*

Mr. Gopsill includes current events with geographical significance, and combination travel-time-date studies, to mention but two.

Another section deals with audio-visual materials and technics. Although some adaptation to American equipment and supplies is necessary, we find here a workable survey of the construction of relief and other models, suggestions for effective use of the chalkboard, charts, direct view and projected pictures, and an introduction to radio and television broadcasting.

Two informative chapters on planning the syllabus and the geography room contain material which should prove of value to those who are currently engaged in course or curriculum planning.

For many reasons individual readers will differ in their reactions to numerous statements and ideas in this book. Nonetheless, geography teachers from primary grades through college who take the time to read it will be rewarded by gain of information, understanding, and thought-provoking concepts.

ROGER C. HEPPELL

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Books to Use in Teaching

RAND McNALLY PREMIER WORLD ATLAS. Revised edition. Chicago: Rand McNally and Company, 1957. 173 p. \$9.95.

Teachers and students who enjoy browsing through atlases can have a wonderful time with this Centennial Edition of the *Premier World Atlas*. Then they can use it as a source of information for research papers, the making of charts and graphs, comparisons, oral reports, panel discussions, etc. It might even prepare them for a quiz program. Its school uses are many because the coverage is so comprehensive!

An excellent feature of the atlas is that regional areas are emphasized. Maps of single countries have an inset which relates them with surrounding areas. The colors on the maps are very good and the horizontal name placement makes the maps much easier to read.

Students in world geography classes will find maps of the earth, the solar system, the earth and its atmosphere, a profile map of land elevations and ocean depths, as well as the usual political maps. In addition there are charts with data concerning population, oceans and seas, lakes and mountains, continents, countries and cities.

Students in world history classes can obtain information concerning world religions, languages and population figures. There are maps which show twentieth century territorial changes in Europe and Asia with background information concerning those changes. There is a table containing information on every region and political division in the world from Aden to Zanzibar. Included are the local or official name, area, population, government, capital and predominant language(s), and whether a country is a member of the United Nations.

Students in American history classes can also find a multitude of geographic and historical facts about the United States. The table showing the westward movement of the center of population from 23 miles east of Baltimore, Maryland, in 1790 to eight miles northwest of Olney, Illinois, in 1950 is most interesting. There is a United States census table by states from 1790 to 1950. One table gives state flowers, birds and nick-names. Another table gives climatic information and the various principal products and manufactures for each state.

All will find the atlas invaluable in current events study.

We wish an economic table of the nations and regions of the world had been included in the atlas. Otherwise it is a joy to use.

MYRTLE S. LARKIN

Niskayuna Senior High School
Rexford, New York

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AT HOME IN INDIA. By Cynthia Bowles. New York: Harcourt, Brace and Company, 1956. 180 p. \$3.00.

Connecticut Yankees are known for their impact on others, but Cynthia Bowles reflects a new spirit in recording India's gifts to her. When Chester Bowles was appointed ambassador to India, fifteen-year-old daughter Cynthia was frankly reluctant to leave Connecticut. The embassy on Ratendon Road became "home," however, and Indians—embassy servants, high government officials, fellow students, and village families—became friends and neighbors. Cynthia was increasingly embarrassed by her white skin but soon changed from "strange" Western clothes to "familiar" Muslim garb.

With the directness of youth and with rare sensitivity, the author writes of her relatively unsatisfactory student life in a British-style school and of more rewarding experiences in Shantiniketan (Tagore's college), a Delhi hospital, and

various villages. One marvels at the Bowles' philosophy in encouraging a teen-age girl to bicycle freely in Delhi, work with sick children, live in an Indian college, travel alone in third-class railway compartments, and share primitive village life. Impressions are positive, especially in human terms, and experiences with such work as "plumbing" and with trachoma contracted while treating sore eyes are off-handedly mentioned. When Cynthia returned to New Delhi, after her family's departure, she frequently visited—sometimes for the night—her former servants in the embassy compound. This is revolution in India and hopefully portends social democracy in deed as well as word. Cynthia Bowles, teen-age "ambassador," in writing of India's beauty and humanity, will particularly appeal to teen-agers who want to know the world as "home."

MARGARET CORMACK

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On the Intellectual Frontier

PROPOSALS FOR CHANGES IN THE UNITED NATIONS.

By Francis O. Wilcox and Carl M. Marcy.
Washington: Brookings Institution, 1955. 537 p. \$5.00.

Article 109 of the United Nations Charter having mandated consideration by the General Assembly at its tenth annual session of the question of Charter Review, the session from September to December 1955, proceeded to consider "a proposal to call a General Conference of the Members of the United Nations for the Purpose of Reviewing the Charter." The resolution adopted provided for a committee of all Member States to consider the question of fixing a time and place for the conference, its organization and procedures, and to report back to the General Assembly in 1957.

The years that lie ahead will be years in which the most thoughtful consideration should be directed to the review of the provisions of the United Nations Charter. A basic text for such consideration will be this volume, the single, most comprehensive work to date dealing with questions expected to arise as further study of this problem continues. The authors have been in the forefront of thinking and action with respect to this problem, the first as former chief-of-staff of the Senate Foreign Relations Committee and currently Assistant Secretary of State for International Organizational Affairs, the second presently chief-of-staff of the Senate Foreign Relations Committee.

Coming in January!

ECONOMIC AND SOCIAL GEOGRAPHY

By Ekblaw and Mulkerne

- Socio-economic aspects of geography with emphasis on U.S.
- Simply, dramatically written; heavily illustrated
- Features climatic regional approach
- 10-page map section in four colors
- Workbook and Teacher's Manual and Key

GREGG PUBLISHING DIVISION

McGraw-Hill Book Company, Inc.

NEW YORK 36

SAN FRANCISCO 4

CHICAGO 30

DALLAS 2

The opening paragraph is a significant clue to the frame of reference upon which the authors proceed. They quote, with approval, the observation of President Truman in transmitting the Charter to the Senate in 1945 for consent to ratification, that the Charter "can be improved—and, as the years go by, it will be—just as our own Constitution has been improved." Even the most casual study of United States constitutional development reveals that changes have not been limited to the process of formal amendment. More numerous and significant changes have been effected through informal processes of legislative action, judicial interpretation and continuing usage. Similar avenues of change appear to be indicated with the United Nations Charter.

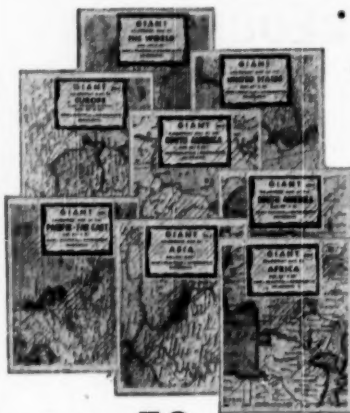
In their analysis of each of the chapters of the Charter the authors follow through on this frame of reference. Changes under various headings are indicated which may be effected through the techniques of informal amendment, though it seems to this reviewer that insufficient consideration is given to the significance of judicial interpretation as reflected in the decisions of the International Court of Justice to date. Changes which will require formal amendment are further

indicated with considerable clarity and open-mindedness.

Particularly gratifying is the respectable hearing given in this volume, perhaps for the first time, to the proposals being offered by the proponents for a supranational government. While the authors are not inclined to accept the total philosophy of supranationalism, they find much merit in individual elements of the plans of the supranationalists, elements which may be suggestive of possible changes in the presently existing international machinery. Furthermore, the authors have not neglected those insistent voices in our midst which have been clamoring for the reduction of United Nations authority and the limitation of its activities, even for United States withdrawal from the United Nations.

The immediate effect of this volume will be to focus primary attention on those areas of change of the Charter which seem at present theoretically advisable and administratively feasible. Out of the very many proposals for change those that are directed to the modification of the Security Council veto provisions and to the revision of the General Assembly voting provisions call for early and serious consideration, with a

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view to meeting current dilemmas in the United Nations. In its ultimate effect this volume should further stimulate the evaluation of the United Nations which is the abiding interest of teachers of the social studies everywhere.

SIDNEY N. BARNETT

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Other Books to Know About

THE CHALLENGE OF SOVIET EDUCATION. By George S. Counts. New York: McGraw-Hill Book Company, 1957. 331 p. \$6.00.

This long-awaited appraisal of education in the Soviet Union represents thirty-five years of observation and study by one of America's great educators. The author is well qualified for this undertaking by numerous visits to Soviet Russia, by knowledge of the Russian language and by wide acquaintance with Soviet educators.

No reader would expect a study of American education to begin with an examination of the history and doctrines of the Republican and Democratic parties. But fortunately, the United States is not a totalitarian state. Professor Counts' mastery of the realities of the Soviet Union is

nowhere better shown than in his treatment of the Communist Party as the beginning and the end, and, indeed, the sole guiding force, of Soviet education.

This is not to say that the author minimizes the achievements of the Communist Party in the field of education. Much of the book is devoted to the astonishing success of Soviet schools. Illiteracy has been reduced, to the end that most Soviet citizens can now read communist propaganda and agitation. A moral code exalting materialism, and antagonistic to all religious beliefs, has been widely impressed on the minds of Soviet youths. Stupendous advances have been made in the training of technicians who will continue to promote the rapid industrialization of the USSR. From the standpoint of quantity output, Soviet engineering colleges exceed American colleges. All this leads to the communist "conquest of power" throughout the world. Here, indeed, lies the challenge of Soviet education. But, as the author points out at every turn, this is not the education of free men and women who can think for themselves. It is the education of the so-called New Soviet Man—the robot who blindly supports the dictatorship of the proletariat.

Allen W. Dulles, reflecting the thinking in the Central Intelligence Agency, holds that education of the masses in the Soviet Union will soon lead to the winning of freedom. Professor Counts, however, indulges in no wishful thinking. He shows that the Communist Party has achieved the paradoxical success of creating an educational system that develops technical proficiency while creating contentment in the minds of the slaves of a totalitarian system.

One of the unusual contributions of this study is the light thrown upon the origins of Lenin's educational program, and particularly his debt to Zaichnevsky, Tkachev and Mechaiev. It is not without significance that many of Lenin's ideas for the education of the New Soviet Man came from Tkachev who held that the "rejuvenation of Russia would require the extermination of all persons over the age of twenty-five years."

The text is very readable. It is well documented with Russian sources, which, to the annoyance of scholars, but to the delight of casual readers, the publishers have relegated to the back of the volume.

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INTRODUCING CHILDREN TO THE WORLD: IN ELEMENTARY AND JUNIOR HIGH SCHOOLS. By Leonard S. Kenworthy. New York: Harper and Brothers, 1956. 268 p. \$3.75.

INTERNATIONAL UNDERSTANDING THROUGH THE SECONDARY SCHOOL CURRICULUM. Volume 40, No. 224 of the Bulletin of the National Association of Secondary-School Principals. Edited by Leonard S. Kenworthy. Washington, D.C.: The Association, 1956. 304 p. \$1.50.

TEACHING WORLD UNDERSTANDING. Edited by Ralph C. Preston. New York: Prentice-Hall, 1955. 207 p. \$3.95.

TEACHING WORLD AFFAIRS IN AMERICAN SCHOOLS: A CASE BOOK. Edited by Samuel Everett and Christian O. Arndt. New York: Harper and Brothers, 1956. 270 p. \$4.00.

All of these books are concerned with education for international understanding. Leonard S. Kenworthy has made a major contribution to three of them, as author of the first, editor of the second, and a contributor of two chapters to the third. *Introducing Children to the World* and *International Understanding Through the Secondary School Curriculum* plus Kenworthy's

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earlier book, *World Horizons for Teachers* (New York: Teachers College, Columbia University, 1952), cover the field of education from nursery school and kindergarten through pre-service and in-service teacher education. *Introducing Children to the World* is organized around ten basic themes: (1) The earth as the home of man; (2) Two and a half billion neighbors; (3) Ways of living around the world; (4) A world of fun and beauty; (5) An interdependent world; (6) A world of many countries and cultures; (7) A world of poverty and plenty; (8) A world with many forms of government; (9) A world with many religions and value systems; and (10) A world of conflict and cooperation. Among the strengths of the book are Kenworthy's effective use of his broad experience in international educational relations, deep knowledge of the area of international understanding, and his acquaintance with a wide range of rich resources and materials for teaching and learning.

International Understanding Through the Secondary School Curriculum was produced by the Commission on International Understanding of the Association for Supervision and Curriculum Development. It is the first major publication in 20 years which has attempted "to examine the entire curriculum of secondary schools in terms of education for life in an international community." There is an introductory chapter by Kenworthy and a chapter on each of the major curriculum divisions of the secondary school. The chapters stress the "how" approach. The one dealing with the social studies is entitled, "How can the Social Studies Promote International Understanding?" Ward discusses basic concepts and approaches and gives a major emphasis to trends and problems in world affairs, the development of attitudes basic to world understanding, and the problem of stereotypes. Following the chapters on basic curricular areas, there are chapters on co-curricular activities, the library, the roles of the principal, supervisor, and guidance worker, and evaluation. High school teachers will find this volume a useful guide and a ready reference. It would be especially useful as a basis for a series of faculty meetings on education for international understanding.

The authors of *Teaching World Understanding* are or have been connected with Quaker educational agencies. The book is based on a plan developed by the Friends Peace Committee of the Philadelphia Yearly Meetings of the Religious Society of Friends. It represents the cooperation of eight authors and presents tech-

niques that have been tested in actual school situations. There are chapters on issues in teaching international understanding, studying other countries in the elementary and secondary schools, service activities, current affairs, school assemblies, school affiliations between countries, work camps, and the curriculum. The book has a unifying concept and is marked by its practical approach. Its length is compassable, and it reads easily.

Teaching World Affairs in American Schools is based on a John Dewey Society study. It is, in a sense, a follow up of the earlier John Dewey Society volume, *Education for a World Society*, also edited by Arndt and Everett. The earlier book was directed to the question, "What responsibilities do American schools have for education for world affairs?" The sub-title, *A Case Book*, describes its nature. It is based on brief descriptions of actual practices in elementary and secondary schools, all-school and out-of-class activities, teacher and adult education, and community services. The book is filled with excellent ideas for practice, but, as the summary chapter points out, "Reliance is still placed too largely on good will alone." The "hard realities" are not always faced realistically. This criticism may be made of much education for international understanding in American schools. However, as the books in this review show, much hard thinking is being done, experimental practices are extensive and growing, and rich materials and resources of a variety of kinds already exist for use in teaching. This is true particularly in the area of the social studies.

I. JAMES QUILLEN

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COMMUNISM IN EDUCATION IN ASIA, AFRICA AND THE FAR PACIFIC. By Walter C. Eells. Washington: American Council on Education, 1954. 246 p. \$3.00.

This is a report on Communist involvement in education from Tokyo to Singapore, Bombay to Cairo, Kenya to Morocco. In many countries the outlook appears to be at best uncertain. Yet there is also something hopeful about the book. It clearly identifies a major battleground of our times. And it reports that many Asians and Africans have committed themselves to this struggle, courageously and often effectively.

Dr. Eells, formerly Adviser on Higher Education for SCAP in Japan, based this book on a



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personal survey of two and one-half years. Inevitably he relied much on the opinions of local educators and briefing by U. S. officials. Thus this is not a definitive work. However, it is a document of major importance in the field.

The pattern of Communist penetration of education appears remarkably similar in widely separated areas. Communist cells are organized within the student body. Communists identify themselves with the struggle for legitimate goals: better student living conditions, improvements in the examination system, academic freedom, anticolonialism, higher salaries for professors, lower tuition for students. . . . There are Communist-led student riots, floods of elegantly printed but inexpensive Communist literature. Many countries in Southeast Asia have influential Chinese minorities, often with Chinese language schools. These appear particularly vulnerable since the Communist victories on the Chinese mainland.

"What can the United States do to combat Communist influence on education abroad?" The suggestions are refreshingly varied and constructive. "Distressing economic and . . . unsatisfactory social conditions" must be improved. At home we must work to remove the valid causes for

criticism of the United States abroad: the race problem is undoubtedly the most important. The author plainly favors less talk about American automobiles, refrigerators, and television sets—more talk about the "feast of ideas" that America can set before the students of Asia and Africa. United States information services should be improved. Foreign students in the United States should have larger opportunities—and so on.

The author is not pessimistic about the possibility of making some real progress in this competition for the minds of students in Asia and Africa.

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Social studies teachers and students should be interested in the thoughts and meditations of persons actively formulating current policy. Such is the content of *Egypt's Liberation* by Gamal Abdul Nasser, the Premier of Egypt, (Public Affairs Press, \$2). These memoirs reveal Gamal Nasser as a mystical and revolutionary nationalist, passionate in his devotion to his country, narrow in his lack of concern for the world of

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which Egypt is a part. This book is especially significant in making readily available the thought of a man who both reflects and leads the Afro-Asian nationalism which is so significant today.

J. V. G.

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